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ABSTRACT

This document is a collection of profiles of Wake County (North Carolina) Public School System schools in the 1993-94 school year. Profiles have been created to help administrators as they present and analyze information about their schools. The four-page profile of each school contains information describing: (1) the school facility; (2) the student body; (3) the staff; (4) past student performance on standardized tests; and (5) parental responses to surveys conducted during the past 3 years. Some data for newer schools is not available for all the years summarized. Information is stored as microcomputer databases and will be updated annually. Profiles are organized alphabetically by school name in the four categories of elementary schools, middle schools, high schools, and special schools. (SLD)

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ED 381 545

SCHOOL PROFILES
1993-94

Department of Evaluation and Research
Wake County Public School System

April 1994

E&R Report No. 94.01

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SCHOOL PROFILES
1993-94

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April 1994
E&R Report No. 94.01

Department of Evaluation and Research
Wake County Public School System

INTRODUCTION

This document is a collection of profiles of Wake County Public School System schools in the 1993-94 school year. The profiles have been created by the WCPSS Evaluation and Research Department to assist WCPSS school administrators as they present and analyze information about their schools. It is hoped that this document will be used by school improvement teams, school advisory committees, members of the Board of Education, and others who are actively involved in WCPSS schools.

The four page profile of each school contains information describing the school facility, the student body, the staff, past student performance on standardized tests, and parental responses to surveys conducted during the past three years. Some data for newer schools is not available for all of the years summarized in the report.

The information contained in the profiles has been drawn from a variety of sources and stored as microcomputer databases. Information in the databases will be updated annually by E&R Department staff.

ORGANIZATION

Profiles are organized alphabetically by the name of the school within four categories of school as follows:

Elementary Schools
Middle Schools
High Schools
Special Schools

Each profile consists of four pages (except for special schools).

NOTES REGARDING INFORMATION CONTAINED IN THE PROFILES

The following notes provide additional information not explained on each school's individual profile.

PAGE ONE

Student Membership Characteristics data reflects the student membership in WCPSS as of the twentieth day of school, September 20, 1993.

Special Program Membership includes students who are in special self-contained classes as well as students who are served by special programs resource teachers for varying periods of time during the school day, as of September 20, 1993.

Average Daily Attendance is calculated at the end of the school year and is therefore not available for the current school year. ADA is shown for prior years.

Free/Reduced Lunch is the percentage of students who have applied and qualified for receipt of free or reduced price lunches through the Child Nutrition Program as of the end of the first month of the school year. This serves as an indication of low-income families within the school. In the 1993-94 school year a family of four must earn less than $2,213 per month to qualify for free or reduced price lunches for the children in the family.

PAGE TWO

Student/Teacher Ratios are calculated four different ways in each profile, with the definition of each ratio shown on the profile. It should be noted that the student/teacher ratio is not an average class size. Average class size can vary significantly across grade levels and courses. The four definitions used do not show the use of planning periods for teachers, teachers who work with individual students with special needs, or the need to offer special courses for small groups of students. The four definitions do reflect the use of teacher assistants, the inclusion of special programs teachers, and the total number of certified staff assigned to a school.

The Effectiveness Index Summary is printed for all elementary and middle schools that serve students in grades 3-8, and that have at least two years of standardized testing information available. The analysis shown in the profile is based upon student performance on the California Achievement Test, which will no longer be given systemwide after May, 1993. In May, 1993, the North Carolina End-Of-Grade tests were given for the first time. In the future, the Effectiveness Index will be based upon performance on the End-Of-Grade tests which are required for all students in grades 3-8.

PAGE THREE

In elementary and middle school, the **North Carolina End-Of-Grade Tests** must be given in May for grades 3-8. The profile shows the percentage of students who scored at Levels III and IV. The NC Department Of Public Instruction has defined those levels as representing grade level mastery or superior performance and reports the systemwide percentage of students scoring at those levels as part of the school system report card.

Systemwide percentages are shown on graphs in the profiles as ● marks. The following table shows the actual percentages for the demographic categories reported in the profiles.

May, 1993 End-Of-Grade Mathematics Results For WCPSS
(Percent Of Students Who Scored At Level III And Level IV)

Category	Gd. 3	Gd. 4	Gd. 5	Gd. 6	Gd. 7	Gd. 8
Total System	72	77	74	73	74	75
Male	72	75	72	71	73	72
Female	73	78	75	76	75	78
Black	40	48	43	44	45	48
White	84	87	85	84	84	84
Other	80	80	84	79	84	80

May, 1993 End-Of-Grade Reading Results For WCPSS
(Percent Of Students Who Scored At Level III And Level IV)

Category	Gd. 3	Gd. 4	Gd. 5	Gd. 6	Gd. 7	Gd. 8
Total System	74	74	75	71	72	76
Male	72	71	72	65	67	70
Female	77	78	78	77	77	82
Black	45	47	45	45	46	52
White	84	84	85	80	81	84
Other	78	75	82	77	84	75

North Carolina Writing Tests are given each year to all students in grades 4, 6 and 8. The tests are given in February and consist of a writing prompt to which students respond by writing an original essay. In February 1993, grade 4 students wrote essays describing a special day in their lives (narrative writing). At grade 6, students described an outdoor scene (descriptive writing). Grade 8 students were asked to write a school newspaper article defending a position for or against more school emphasis on sports (point-of-view writing). Students were allowed fifty minutes to complete their essays.

The students' essays were scored by a team of trained readers who gave each composition one of the following scores:

NS	The test is nonscorable because it is blank or illegible.
1	The writer has read the prompt and attempted to respond to it.
2	Some writing elements are missing, disorganized or incoherent.
3	Minor weaknesses are present but the writing is generally complete.
4	The writer shows strong command of that mode of writing.

Two independent readers scored each essay. Discrepant scores were averaged. (A score of 3 from one reader and 2 from another reader resulted in a score of 2.5 for the student.) The NC Department Of Public Instruction considers scores of 2.5 or greater to be demonstrative of appropriate writing skills.

Systemwide percentages are shown on graphs in the profiles as ● marks. The following table shows the actual percentages for the demographic categories reported in the profiles.

February, 1993 NC Writing Test Results For WCPSS
(Percent Of Students Who Scored 2.5 Or Above)

Category	Gd. 4	Gd. 6	Gd. 8
Total System	21	39	62
Male	16	33	54
Female	27	46	69
Black	12	20	42
White	24	47	69
Other	20	37	50

End-Of-Course tests are required for ten courses normally taken by high school students in grades 9-12. No End-Of-Grade test is given in grades 9-12. The profiles show both the average performance of students in the courses at each school as well as the number of students taking the course. The number of students taking courses, especially the advanced courses, is considered an important indication of performance within the school.

PAGE FOUR

A parent survey form is developed by the Evaluation and Research Department and administered annually through the schools. Some questions on the survey change each year and other questions are repeated each year. More detailed information regarding parent survey results is available from the Evaluation and Research Department.

1993-94 ELEMENTARY SCHOOL PROFILE

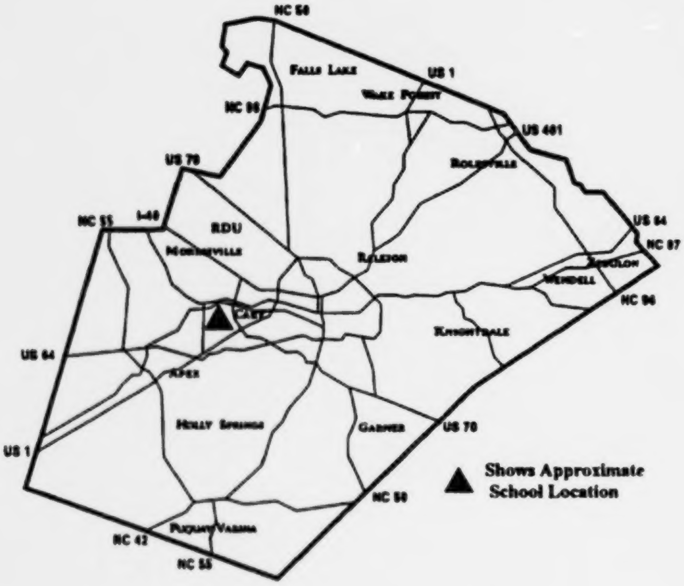
304

Adams

805 Cary Towne Boulevard

Cary 27511

PHONE : 460-3431


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
Shows Approximate School Location
NC 50
Fuquay Varina
NC 42
NC 55

Principal: Judy C. Munn

Grade Levels Served: K-5

Original Construction Date:	1968
Most Recent Renovation:	1972
Square Footage Of Building:	51,741
Size Of Property (acres):	19.0
Number Of Permanent Classrooms:	21
Number Of Portable Classrooms:	12

Magnet Program: None

Chapter One Program: None

ESL (English as a Second Language) Services: None

Pre-K Program: For handicapped students

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	631	616	598	634	601	610
Avg. DailyAttendance	Not Available	95.7 %	95.6 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	25 %	23 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	79	18	8	50	55	105
1	72	33	10	63	52	115
2	77	21	6	51	53	104
3	75	20	8	50	53	103
4	77	14	6	48	49	97
5	64	13	5	47	35	82
SCEC	11	11	3	20	5	25
Total	455	130	46	329	302	631

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	30
Behav./Emotion. Handicapped	8
Educable Mentally Handicapped	2
Other Handicapping Conditions	34
Academically Gifted	73

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 24.0	EC Teachers: 8.0	Other Teachers: 5.0	Certified Staff: 41.8
ADM Tchr Assts: 17.5	EC Tchr Assts: 6.0	Clerical Staff: 2.7	

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	25.3	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	13.1	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	15.8	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	10.9	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Above	Above	Above	Above	Above	Above	Expected	Expected	Above
4	Expected	Below	Expected	Expected	Expected	Expected	Expected	Expected	Expected
5	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected

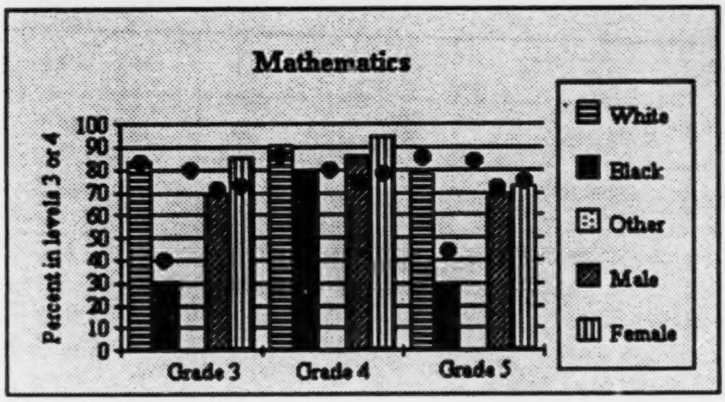
END-0F-GRADE AND WRITING TEST RESULTS

Adams

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ●'s on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

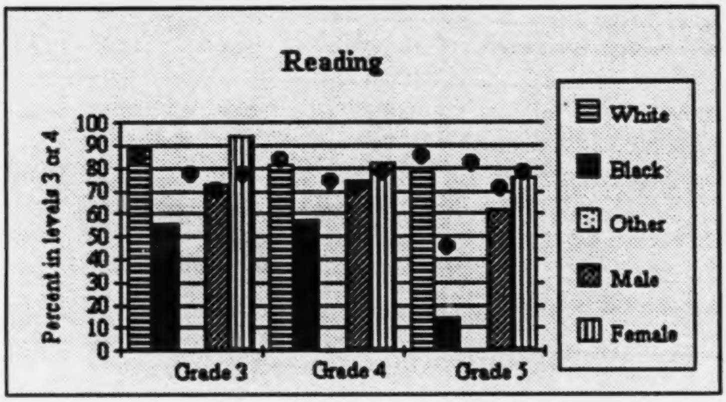
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	77	90	71
Gender			
Males	69	86	68
Females	85	95	73
Race			
Black	31	79	29
White	84	91	78
Other	NA	NA	NA

READING

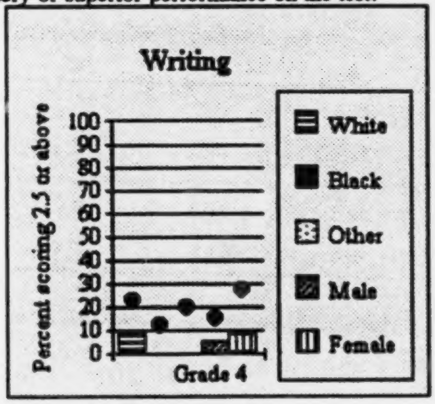
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	84	77	69
Gender			
Males	73	74	62
Females	94	82	76
Race			
Black	56	57	14
White	89	81	78
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	6
Gender	
Males	5
Females	8
Race	
Black	0
White	8
Other	NA

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1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	89.5	93.7	94.3	91.2	94.2	92.0
My child's school grounds are clean and attractive.	86.8	92.4	91.8	90.4	88.5	85.5
My child's school provides a high quality educational program.	77.5	84.5	80.3	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	79.5	85.9	83.7	82.9	84.2	82.9
My child is academically challenged in all classes.	65.0	73.4	68.6	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	58.4	76.8	71.2	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	82.1	87.6	88.0	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	73.7	79.3	79.3	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	74.3	75.5	79.4	78.4	79.5	80.3
I feel comfortable visiting my child's school.	87.4	91.0	89.8	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	88.3	94.7	92.8	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	60.7	76.4	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	94.7	93.9	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	61 %	52 %	81 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	41.3	44.9	11.1	1.5	1.2
	1992	36.9	48.5	12.5	1.7	0.3
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

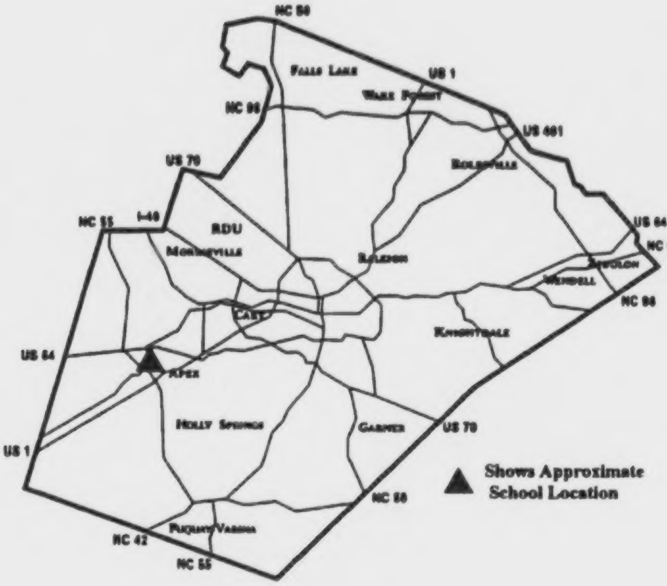
308

Apex

700 Tingen Road

Apex 27502

PHONE : 387-2150


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
▲ Shows Approximate School Location

Principal:	Claude E. Willie, III
Grade Levels Served:	K-5
Original Construction Date:	1935
Most Recent Renovation:	1991
Square Footage Of Building:	85,725
Size Of Property (acres):	17.6
Number Of Permanent Classrooms:	43
Number Of Portable Classrooms:	10
Magnet Program:	Gifted and Talented
Chapter One Program:	None
ESL (English as a Second Language) Services:	None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	1064	962	881	634	601	610
Avg. DailyAttendance	Not Available	95.7 %	96.4 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	12 %	13 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	152	29	3	91	93	184
1	154	26	6	89	97	186
2	146	34	9	103	86	189
3	144	33	0	88	89	177
4	131	22	4	71	86	157
5	135	18	6	79	80	159
SCEC	6	6	0	7	5	12
Total	868	168	28	528	537	1064

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	56
Behav./Emotion. Handicapped	4
Educable Mentally Handicapped	9
Other Handicapping Conditions	41
Academically Gifted	134

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 42.0
EC Teachers: 7.0
Other Teachers: 11.0
Certified Staff: 66.3

ADM Tchr Assts: 29.0
EC Tchr Assts: 3.0
Clerical Staff: 3.7

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	25.0	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	12.8	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	16.2	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	11.6	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Below	Below	Expected	Expected	Below	Expected	Below	Below	Expected
4	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Above
5	Expected	Expected	Expected	Expected	Expected	Below	Expected	Above	Expected

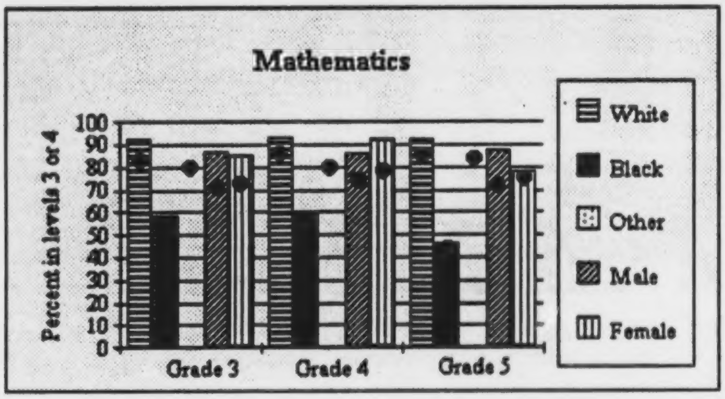
END-0F-GRADE AND WRITING TEST RESULTS

Apex

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

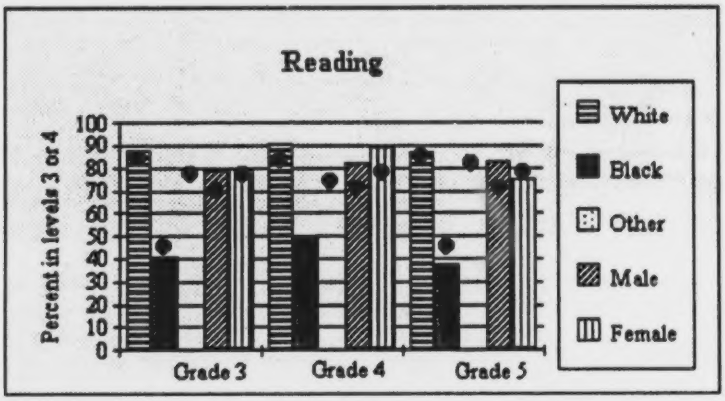
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	86	89	83
Gender			
Males	87	86	88
Females	85	92	78
Race			
Black	59	60	46
White	92	93	92
Other	NA	NA	NA

READING

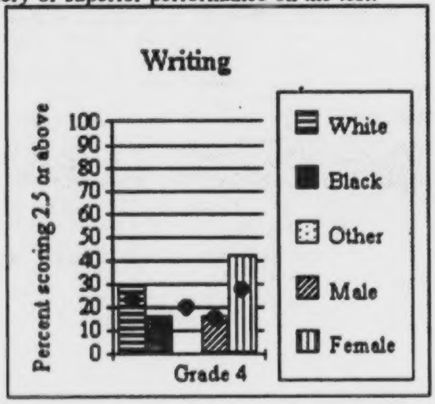
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	80	86	78
Gender			
Males	79	82	83
Females	80	89	75
Race			
Black	41	50	38
White	88	91	87
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	28
Gender	
Males	16
Females	42
Race	
Black	16
White	29
Other	NA

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1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.

This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	92.2	90.7	85.1	91.2	94.2	92.0
My child's school grounds are clean and attractive.	82.8	70.7	68.9	90.4	88.5	85.5
My child's school provides a high quality educational program.	88.5	85.6	84.3	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	86.4	80.8	83.0	82.9	84.2	82.9
My child is academically challenged in all classes.	72.8	71.0	71.5	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	74.7	72.3	76.6	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	89.7	83.6	84.7	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	82.2	75.2	75.5	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	82.9	79.6	81.4	78.4	79.5	80.3
I feel comfortable visiting my child's school.	97.3	94.6	93.9	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	96.9	95.2	91.4	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	72.6	76.3	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	92.8	88.8	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	51 %	58 %	80 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	57.5	34.4	6.8	1.3	0.0
	1992	42.3	42.8	12.7	1.5	0.7
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

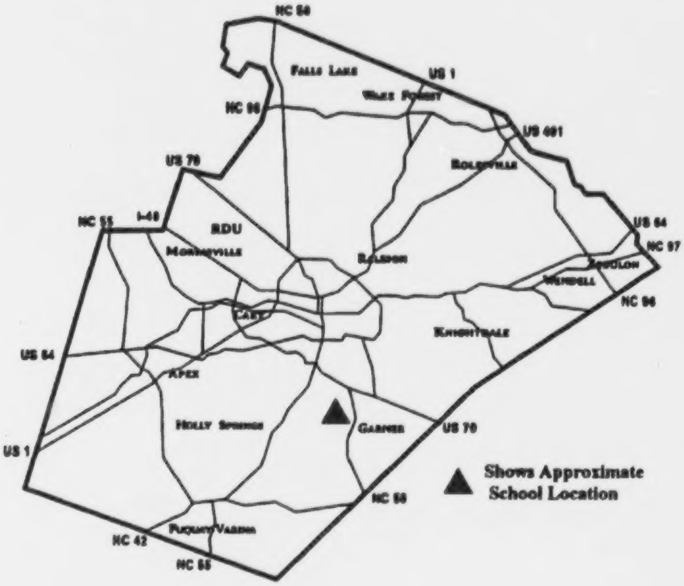
The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

320

Aversboro

1605 Aversboro Road
Garner 27529
PHONE : 662-2325


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
Shows Approximate School Location

Principal: Phyllis R. Bennett	
Grade Levels Served: K-5	
Original Construction Date:	1965
Most Recent Renovation:	1990
Square Footage Of Building:	56,211
Size Of Property (acres):	19.3
Number Of Permanent Classrooms:	28
Number Of Portable Classrooms:	3

Magnet Program: None
Chapter One Program: Reading Recovery
ESL (English as a Second Language) Services: None

Student Membership Characteristics:

(Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	533	519	554	634	601	610
Avg. DailyAttendance	Not Available	96.1 %	95.4 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	28 %	27 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	46	38	0	39	45	84
1	44	30	0	44	30	74
2	53	40	1	48	46	94
3	53	39	0	51	41	92
4	42	26	1	39	30	69
5	54	31	0	43	42	85
SCEC	11	23	1	27	8	35
Total	303	227	3	291	242	533

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	33
Behav./Emotion. Handicapped	10
Educable Mentally Handicapped	8
Other Handicapping Conditions	51
Academically Gifted	30

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 20.0 EC Teachers: 6.3 Other Teachers: 8.5 Certified Staff: 38.6

ADM Tchr Assts: 14.0 EC Tchr Assts: 3.0 Clerical Staff: 2.7

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	24.9	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	11.7	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	14.2	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	10.6	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information.

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Expected	Expected	Expected	Above	Expected	Expected	Expected
4	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected
5	Expected	Expected	Below	Below	Expected	Below	Below	Below	Expected

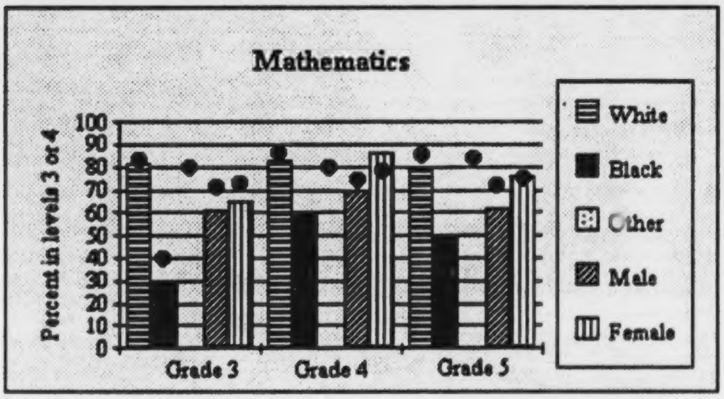
END-0F-GRADE AND WRITING TEST RESULTS

Aversboro

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

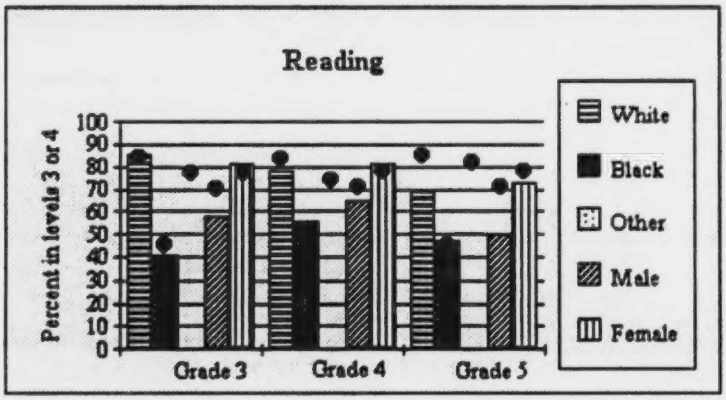
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	63	78	69
Gender			
Males	61	70	62
Females	65	86	76
Race			
Black	30	60	50
White	81	83	80
Other	NA	NA	NA

READING

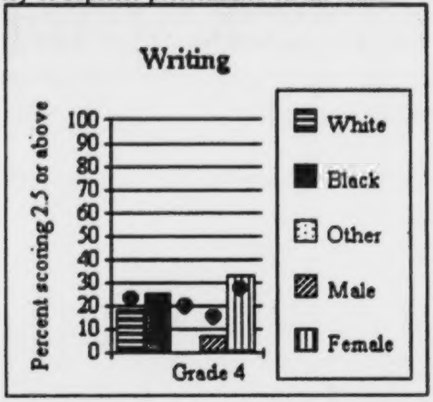
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	69	72	61
Gender			
Males	58	65	50
Females	81	81	73
Race			
Black	41	56	47
White	85	78	70
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	20
Gender	
Males	7
Females	33
Race	
Black	25
White	18
Other	NA

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1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	92.5	89.7	94.2	91.2	94.2	92.0
My child's school grounds are clean and attractive.	95.2	93.0	90.0	90.4	88.5	85.5
My child's school provides a high quality educational program.	79.6	75.1	77.3	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	79.7	75.7	81.7	82.9	84.2	82.9
My child is academically challenged in all classes.	67.6	61.5	70.9	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	71.2	69.1	73.6	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	89.4	87.8	89.6	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	77.0	69.6	77.5	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	75.3	66.7	77.4	78.4	79.5	80.3
I feel comfortable visiting my child's school.	97.8	90.7	93.3	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	94.2	89.5	92.0	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	67.7	66.1	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	96.5	89.1	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	45 %	63 %	67 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	43.4	43.4	11.4	1.4	0.5
	1992	29.2	52.0	15.1	3.0	0.7
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

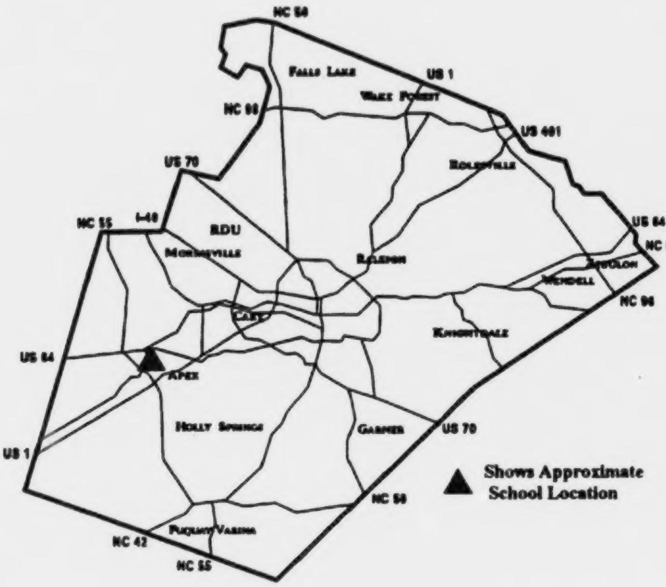
328

Baucom

400 Hunter Street

Apex 27502

PHONE : 387-2168


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
US 64
NC 97
Raleigh
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
Shows Approximate School Location
NC 50
Fuquay-Varina
NC 42
NC 55

Principal: Patricia S. Cunningham

Grade Levels Served: K-5

Original Construction Date:	1964
Most Recent Renovation:	1990
Square Footage Of Building:	52,059
Size Of Property (acres):	17.3
Number Of Permanent Classrooms:	24
Number Of Portable Classrooms:	12

Magnet Program: None

Chapter One Program: None

ESL (English as a Second Language) Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	641	811	669	634	601	610
Avg. DailyAttendance	Not Available	95.7 %	96.4 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	12 %	10 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	131	10	2	70	73	143
1	83	11	5	54	45	99
2	97	10	4	47	64	111
3	89	10	5	57	47	104
4	80	10	2	42	50	92
5	65	8	3	39	37	76
SCEC	8	8	0	10	6	16
Total	553	67	21	319	322	641

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	30
Behav./Emotion. Handicapped	6
Educable Mentally Handicapped	0
Other Handicapping Conditions	35
Academically Gifted	82

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 26.0
EC Teachers: 5.0
Other Teachers: 6.0
Certified Staff: 41.8
ADM Tchr Assts: 18.0
EC Tchr Assts: 4.0
Clerical Staff: 3.2

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	23.9	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	12.4	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	15.9	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	11.2	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Below	Below
4	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected
5	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected

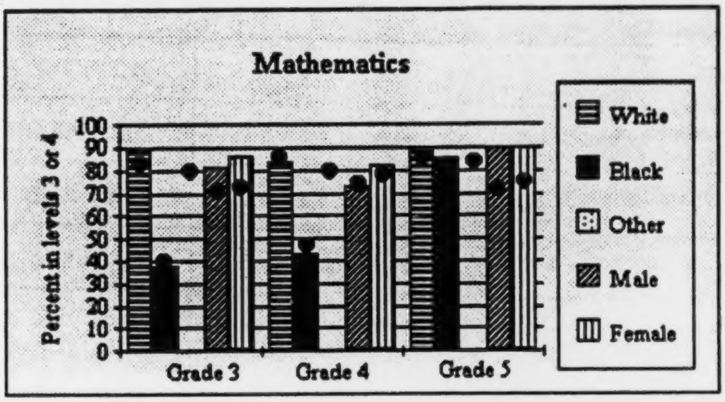
END-0F-GRADE AND WRITING TEST RESULTS

Baucom

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ●'s on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

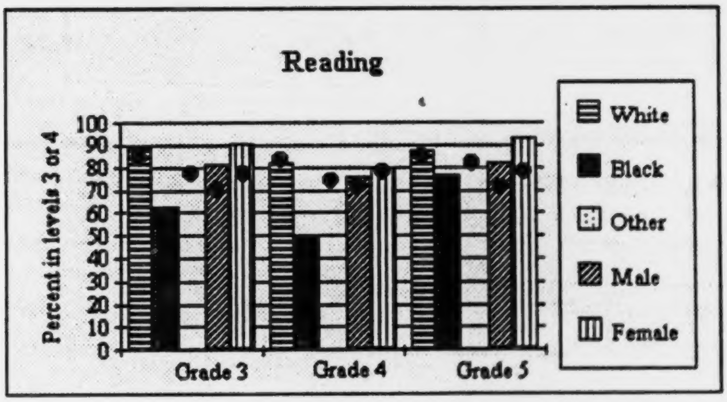
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	83	78	90
Gender			
Males	81	73	90
Females	86	82	90
Race			
Black	38	43	85
White	89	84	90
Other	NA	NA	NA

READING

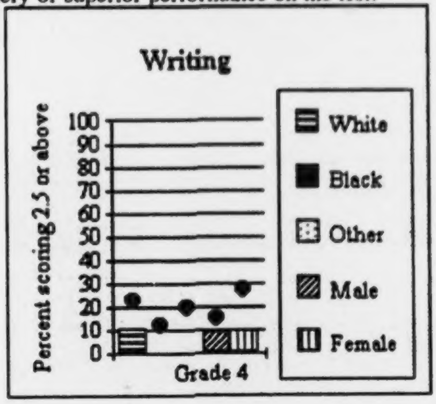
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	86	78	88
Gender			
Males	81	76	82
Females	91	80	93
Race			
Black	63	50	77
White	89	82	88
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	9
Gender	
Males	9
Females	10
Race	
Black	NA
White	11
Other	NA

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1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	96.5	92.8	92.9	91.2	94.2	92.0
My child's school grounds are clean and attractive.	90.0	84.4	86.5	90.4	88.5	85.5
My child's school provides a high quality educational program.	86.2	79.7	81.7	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	87.2	82.0	80.8	82.9	84.2	82.9
My child is academically challenged in all classes.	74.3	72.3	73.1	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	67.6	73.0	74.2	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	93.2	90.7	86.4	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	81.9	78.2	76.9	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	74.6	65.6	75.6	78.4	79.5	80.3
I feel comfortable visiting my child's school.	96.5	96.2	94.1	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	94.5	91.5	93.3	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	69.3	74.8	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	93.9	88.8	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	66 %	66 %	68 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	57.0	37.5	5.3	0.3	0.0
	1992	36.1	46.6	13.7	2.8	0.9
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

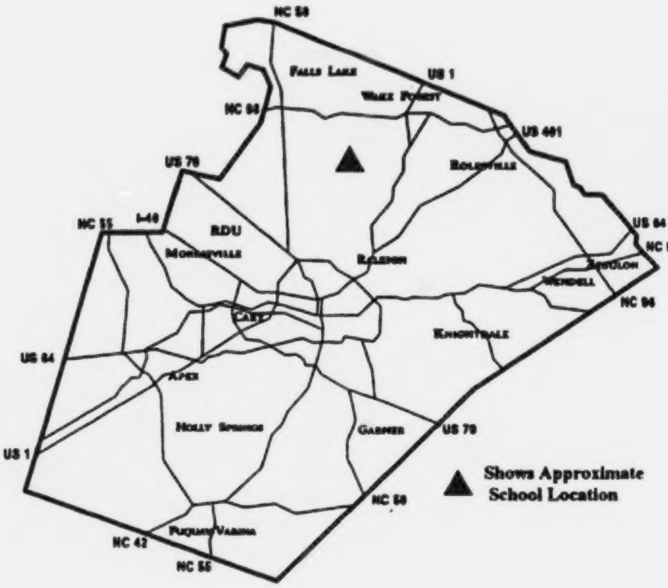
The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

334

Brassfield

2001 Brassfield Road
Raleigh 27614
PHONE : 870-4080


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
NC 42
Fuquay-Varina
NC 55
▲ Shows Approximate School Location

Principal: Joann L. O'Connell

Grade Levels Served: K-5

Original Construction Date:	1989
Most Recent Renovation:	1989
Square Footage Of Building:	70,120
Size Of Property (acres):	27.4
Number Of Permanent Classrooms:	35
Number Of Portable Classrooms:	0

Magnet Program: None

Chapter One Program: None

ESL (English as a Second Language) Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	636	584	664	634	601	610
Avg. DailyAttendance	Not Available	96.4 %	96.7 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	17 %	16 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	64	34	4	57	45	102
1	78	16	4	54	44	98
2	88	16	2	59	47	106
3	80	20	6	51	55	106
4	82	24	4	59	51	110
5	79	18	13	59	51	110
SCEC	2	2	0	4	0	4
Total	473	130	33	343	293	636

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	32
Behav./Emotion. Handicapped	0
Educable Mentally Handicapped	3
Other Handicapping Conditions	20
Academically Gifted	90

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 25.0	EC Teachers: 4.5	Other Teachers: 4.6	Certified Staff: 39.1
ADM Tchr Assts: 16.0	EC Tchr Assts: 1.0	Clerical Staff: 2.7	

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	25.3	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	13.9	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	16.5	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	12.6	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Above	Expected
4	Expected	Above	Expected	Above	Expected	Above	Expected	Expected	Expected
5	Expected	Expected	Below	Above	Above	Expected	Expected	Expected	Expected

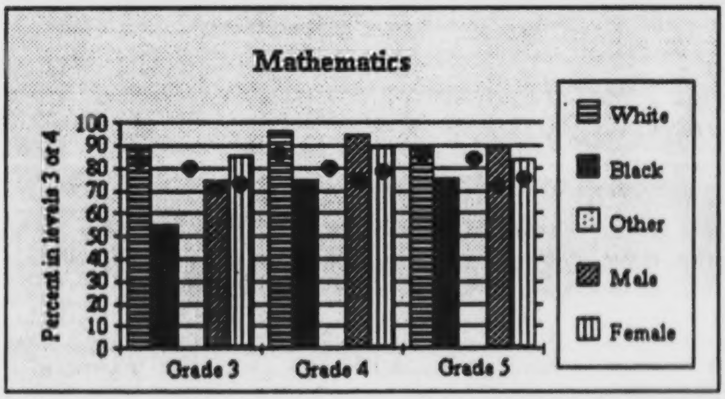
END-0F-GRADE AND WRITING TEST RESULTS

Brassfield

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ●'s on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

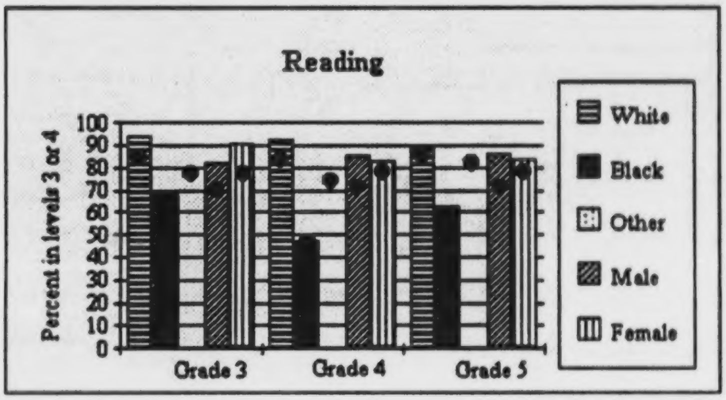
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	80	92	88
Gender			
Males	74	95	90
Females	85	89	84
Race			
Black	55	74	75
White	90	96	90
Other	NA	NA	NA

READING

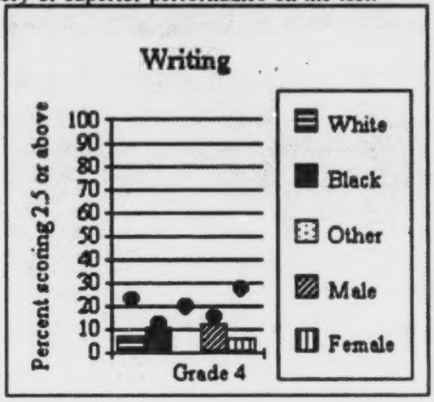
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	86	84	85
Gender			
Males	82	85	86
Females	91	83	84
Race			
Black	68	47	63
White	94	92	90
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	10
Gender	
Males	12
Females	6
Race	
Black	11
White	7
Other	NA

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1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	93.5	96.5	95.7	91.2	94.2	92.0
My child's school grounds are clean and attractive.	91.8	92.6	93.3	90.4	88.5	85.5
My child's school provides a high quality educational program.	83.7	85.6	84.0	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	83.6	82.7	83.3	82.9	84.2	82.9
My child is academically challenged in all classes.	68.9	74.5	69.5	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	67.0	75.2	73.5	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	91.5	92.3	92.7	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	78.6	85.7	83.0	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	77.1	78.8	70.2	78.4	79.5	80.3
I feel comfortable visiting my child's school.	96.8	95.8	94.6	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	97.6	94.2	94.1	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	69.2	75.5	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	95.5	94.5	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	61 %	65 %	69 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	55.4	33.6	9.5	1.2	0.3
	1992	50.0	40.5	8.8	0.7	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

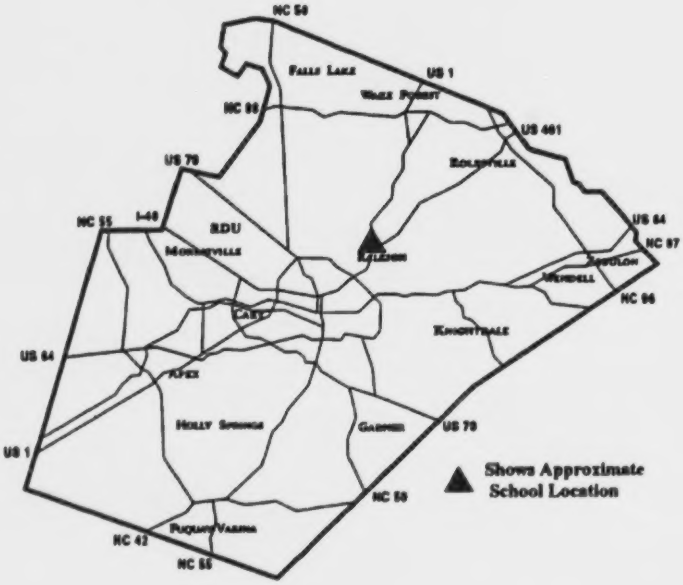
336

Brentwood

3426 Ingram Drive

Raleigh 27604

PHONE : 850-8720


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
Shows Approximate School Location

Principal: Patricia H. Andrews	
Grade Levels Served: K-5	
Original Construction Date:	1965
Most Recent Renovation:	1992
Square Footage Of Building:	56,784
Size Of Property (acres):	19.1
Number Of Permanent Classrooms:	26
Number Of Portable Classrooms:	4

Magnet Program: None

Chapter One Program: Reading Recovery

ESL (English as a Second Language) Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	641	629	580	634	601	610
Avg. DailyAttendance	Not Available	96.6 %	95.7 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	27 %	26 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	54	48	6	66	42	108
1	70	42	7	62	57	119
2	53	51	3	49	58	107
3	54	37	6	55	42	97
4	56	30	7	45	48	93
5	50	40	3	48	45	93
SCEC	5	18	1	15	9	24
Total	342	266	33	340	301	641

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	26
Behav./Emotion. Handicapped	6
Educable Mentally Handicapped	2
Other Handicapping Conditions	36
Academically Gifted	56

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 24.0
EC Teachers: 5.1
Other Teachers: 5.9
Certified Staff: 39.8

ADM Tchr Assts: 17.0
EC Tchr Assts: 3.0
Clerical Staff: 3.2

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	25.8	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	13.2	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	15.9	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	11.5	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Above	Above	Above	Expected	Above	Above	Above	Above	Above
4	Above	Expected	Expected	Above	Above	Above	Expected	Expected	Above
5	Below	Below	Below	Expected	Expected	Expected	Below	Expected	Expected

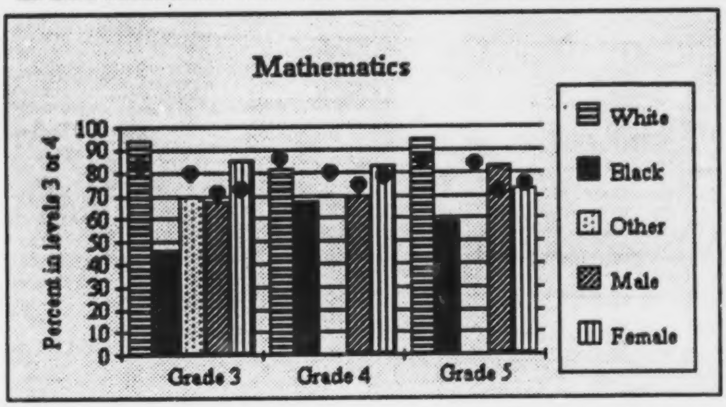
END-0F-GRADE AND WRITING TEST RESULTS

Brentwood

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

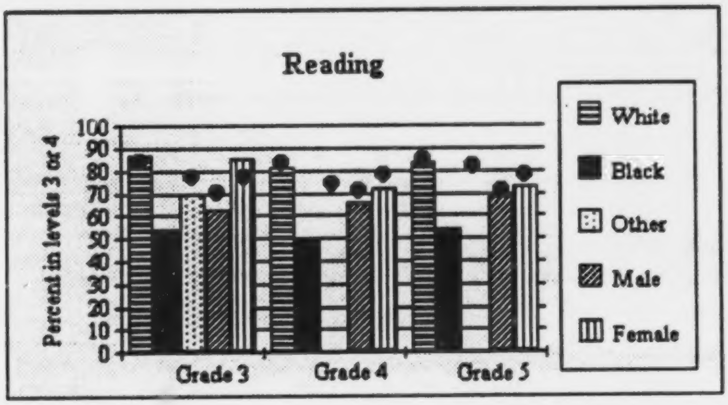
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	77	76	78
Gender			
Males	67	70	83
Females	85	83	73
Race			
Black	46	67	59
White	94	81	95
Other	70	NA	NA

READING

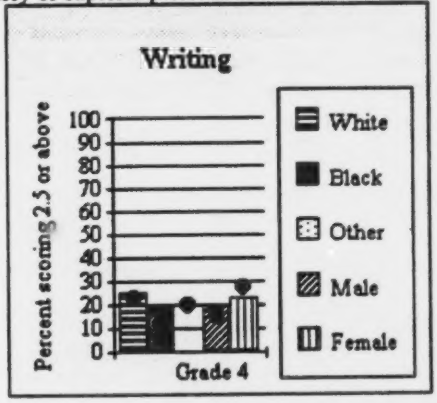
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	74	69	70
Gender			
Males	63	66	68
Females	85	72	73
Race			
Black	54	50	54
White	87	81	84
Other	70	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	21
Gender	
Males	20
Females	23
Race	
Black	20
White	25
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.

This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	86.9	94.6	93.4	91.2	94.2	92.0
My child's school grounds are clean and attractive.	90.7	86.1	81.3	90.4	88.5	85.5
My child's school provides a high quality educational program.	79.0	83.3	79.6	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	83.8	84.9	85.8	82.9	84.2	82.9
My child is academically challenged in all classes.	74.3	73.7	76.0	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	71.0	75.1	71.1	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	88.9	89.3	92.6	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	80.9	83.9	83.1	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	80.2	82.7	81.5	78.4	79.5	80.3
I feel comfortable visiting my child's school.	96.0	96.7	97.0	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	91.4	90.4	92.4	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	64.3	70.2	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	93.5	90.8	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	76 %	65 %	85 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	46.9	41.8	8.5	1.8	0.9
	1992	37.3	50.1	12.3	0.3	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

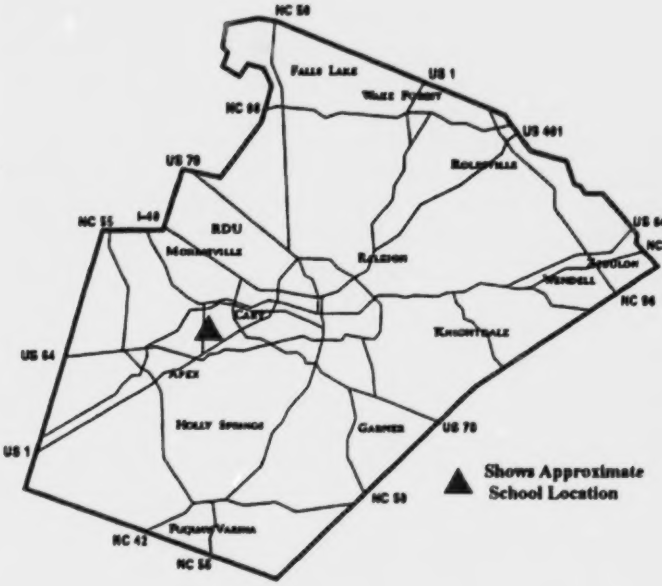
340

Briarcliff

1220 Pond Street

Cary 27511

PHONE : 460-3443


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
Shows Approximate School Location

Principal: Robert A. Cadran

Grade Levels Served: K-5

Original Construction Date: 1967

Most Recent Renovation: 1990

Square Footage Of Building: 47,326

Size Of Property (acres): 18.0

Number Of Permanent Classrooms: 21

Number Of Portable Classrooms: 8

Magnet Program: None

Chapter One Program: None

ESL (English as a Second Language) Services: None

Pre-K Program: For handicapped students

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	551	549	551	634	601	610
Avg. DailyAttendance	Not Available	95.7 %	95.7 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	20 %	21 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	72	22	3	45	52	97
1	63	12	5	42	38	80
2	57	10	6	36	37	73
3	74	13	9	38	58	96
4	58	15	7	46	34	80
5	79	20	6	56	49	105
SCEC	13	7	0	13	7	20
Total	416	99	36	276	275	551

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	38
Behav./Emotion. Handicapped	10
Educable Mentally Handicapped	7
Other Handicapping Conditions	32
Academically Gifted	88

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 21.0
EC Teachers: 6.6
Other Teachers: 3.8
Certified Staff: 36.1
ADM Tchr Assts: 14.0
EC Tchr Assts: 4.6
Clerical Staff: 2.7

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	25.2	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	13.6	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	16.3	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	11.8	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information.

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected
4	Below	Expected	Expected	Expected	Expected	Expected	Below	Expected	Below
5	Expected	Expected	Below	Expected	Expected	Below	Below	Below	Expected

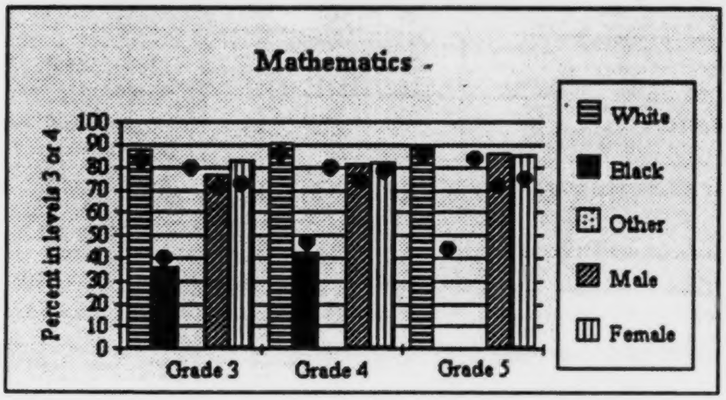
END-0F-GRADE AND WRITING TEST RESULTS

Briarcliff

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

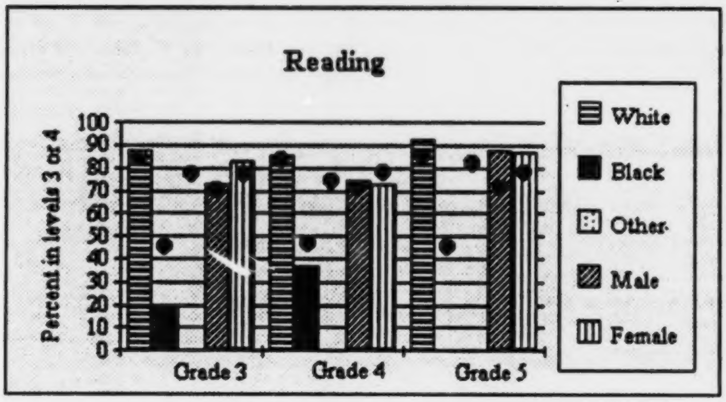
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	79	82	85
Gender			
Males	77	81	86
Females	83	82	85
Race			
Black	36	42	N
White	88	91	90
Other	NA	NA	NA

READING

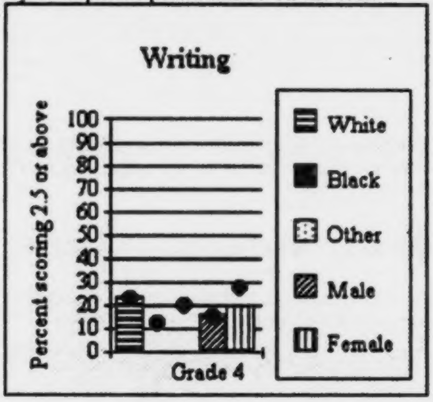
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	76	74	88
Gender			
Males	73	74	88
Females	83	73	87
Race			
Black	18	37	N
White	88	85	92
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	18
Gender	
Males	16
Females	20
Race	
Black	0
White	24
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	95.2	97.4	94.6	91.2	94.2	92.0
My child's school grounds are clean and attractive.	93.6	86.9	88.8	90.4	88.5	85.5
My child's school provides a high quality educational program.	84.8	84.9	78.0	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	83.5	83.8	76.1	82.9	84.2	82.9
My child is academically challenged in all classes.	69.9	68.4	67.9	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	68.0	70.3	70.6	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	89.1	87.6	90.5	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	80.6	77.9	81.4	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	81.5	81.7	85.6	78.4	79.5	80.3
I feel comfortable visiting my child's school.	96.0	92.9	97.1	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	94.4	94.4	92.2	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	68.3	73.6	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	90.4	88.1	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	53 %	58 %	93 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	51.5	40.7	7.1	0.8	0.0
	1992	39.3	47.2	12.7	0.4	0.4
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

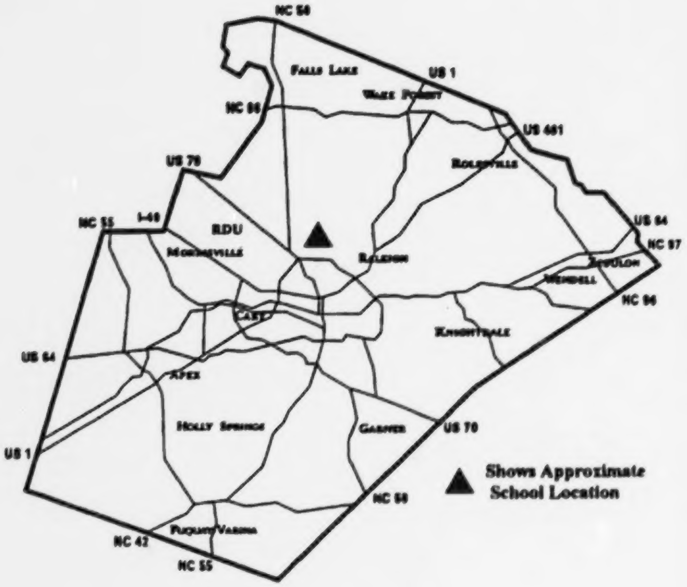
The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

344

Brooks

700 Northbrook Drive
Raleigh 27609
PHONE : 881-1350


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay Varina
NC 42
NC 55

▲ Shows Approximate School Location

Principal:

Grade Levels Served: K-5

Original Construction Date:	1963
Most Recent Renovation:	1990
Square Footage Of Building:	58,605
Size Of Property (acres):	20.6
Number Of Permanent Classrooms:	26
Number Of Portable Classrooms:	2

Magnet Program: None

Chapter One Program: None

ESL (English as a Second Language) Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	548	617	594	634	601	610
Avg. DailyAttendance	Not Available	95.8 %	95.5 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	23 %	20 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	50	31	6	46	41	87
1	64	30	3	42	55	97
2	58	25	1	39	45	84
3	63	26	3	47	45	92
4	67	22	1	48	42	90
5	60	27	2	36	53	89
SCEC	2	7	0	9	0	9
Total	364	168	16	267	281	548

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	34
Behav./Emotion. Handicapped	8
Educable Mentally Handicapped	0
Other Handicapping Conditions	10
Academically Gifted	77

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 21.0
EC Teachers: 4.4
Other Teachers: 3.8
Certified Staff: 34.0
ADM Tchr Assts: 14.0
EC Tchr Assts: 2.0
Clerical Staff: 2.7

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	25.9	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	14.0	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	16.1	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	12.1	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Above	Expected	Expected	Expected	Expected	Expected	Expected
4	Expected	Expected	Above	Expected	Expected	Expected	Expected	Below	Below
5	Expected	Expected	Expected	Expected	Expected	Expected	Below	Expected	Expected

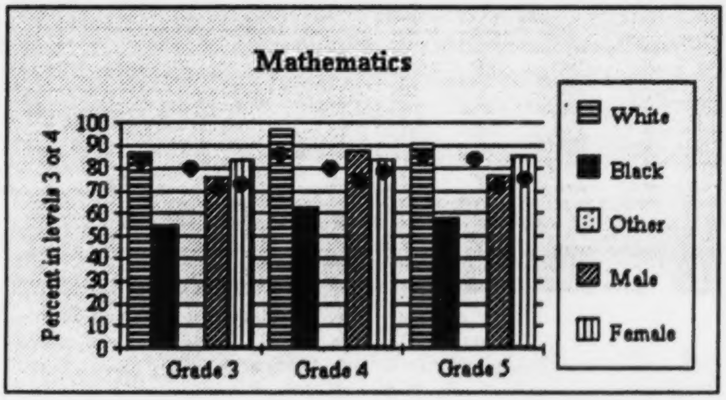
END-0F-GRADE AND WRITING TEST RESULTS

Brooks

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ●'s on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

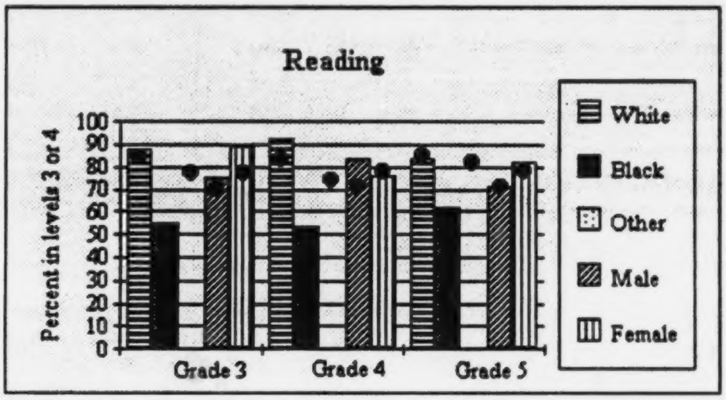
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	80	86	82
Gender			
Males	76	88	77
Females	84	84	85
Race			
Black	55	63	58
White	87	97	91
Other	NA	NA	NA

READING

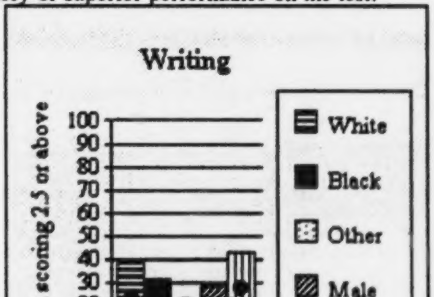
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	81	79	78
Gender			
Males	75	84	71
Females	89	76	82
Race			
Black	55	53	62
White	88	92	84
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	35
Gender	
Males	28
Females	43
Race	
Black	31
White	38
Other	NA

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1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	93.5	94.1	95.5	91.2	94.2	92.0
My child's school grounds are clean and attractive.	96.0	93.3	93.2	90.4	88.5	85.5
My child's school provides a high quality educational program.	78.7	77.9	81.7	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	81.4	80.3	80.7	82.9	84.2	82.9
My child is academically challenged in all classes.	66.2	68.4	71.3	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	65.0	67.8	70.6	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	92.6	88.9	90.0	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	75.8	73.8	80.4	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	78.2	82.4	84.2	78.4	79.5	80.3
I feel comfortable visiting my child's school.	97.2	95.1	97.9	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	95.7	93.3	95.4	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	60.7	63.7	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	90.1	88.7	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	66 %	74 %	84 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	45.7	39.6	13.4	0.6	0.6
	1992	35.6	47.5	15.0	1.6	0.3
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

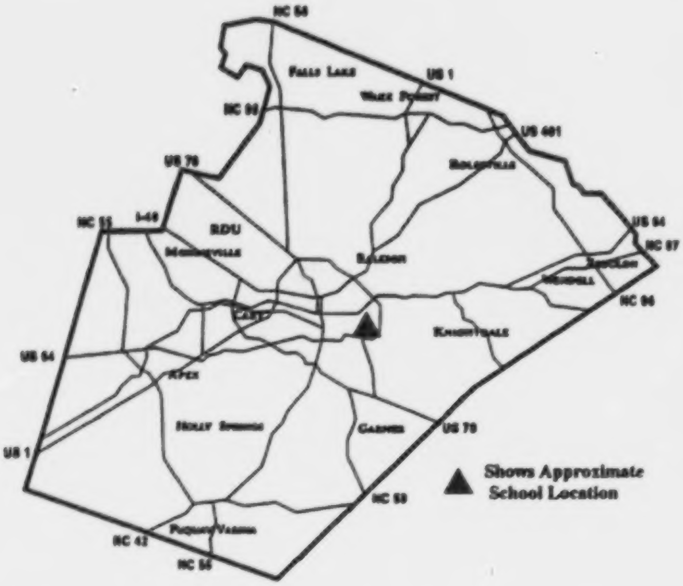
352

Bugg

825 Cooper Road

Raleigh 27610

PHONE : 250-4750


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
NC 42
Fuquay-Varina
NC 55
▲ Shows Approximate School Location

Principal:	James M. Fatata
Grade Levels Served:	K-5
Original Construction Date:	1964
Most Recent Renovation:	1993
Square Footage Of Building:	39,131
Size Of Property (acres):	14.0
Number Of Permanent Classrooms:	18
Number Of Portable Classrooms:	10

Magnet Program: Classical Studies

Chapter One Program: Reading Recovery

ESL (English as a Second Language) Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	487	460	446	634	601	610
Avg. DailyAttendance	Not Available	95.5 %	95.8 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	37 %	33 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	46	34	2	49	33	82
1	47	38	2	45	42	87
2	37	38	0	31	44	75
3	34	36	1	34	37	71
4	45	33	1	41	38	79
5	38	25	2	34	31	65
SCEC	10	18	0	17	11	28
Total	257	222	8	251	236	487

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	33
Behav./Emotion. Handicapped	6
Educable Mentally Handicapped	2
Other Handicapping Conditions	41
Academically Gifted	23

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 18.0
EC Teachers: 7.3
Other Teachers: 8.2
Certified Staff: 37.7
ADM Tchr Assts: 15.0
EC Tchr Assts: 8.0
Clerical Staff: 2.7

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	25.8	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	11.3	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	12.6	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	8.4	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected
4	Expected	Expected	Above	Below	Expected	Expected	Below	Below	Expected
5	Expected	Below	Below	Below	Below	Below	Below	Expected	Below

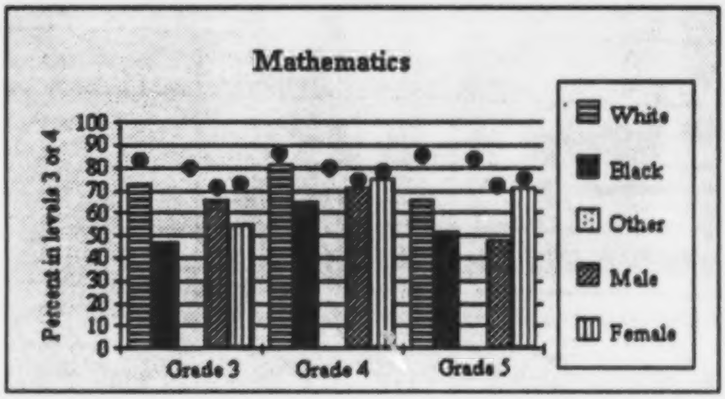
END-0F-GRADE AND WRITING TEST RESULTS

Bugg

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

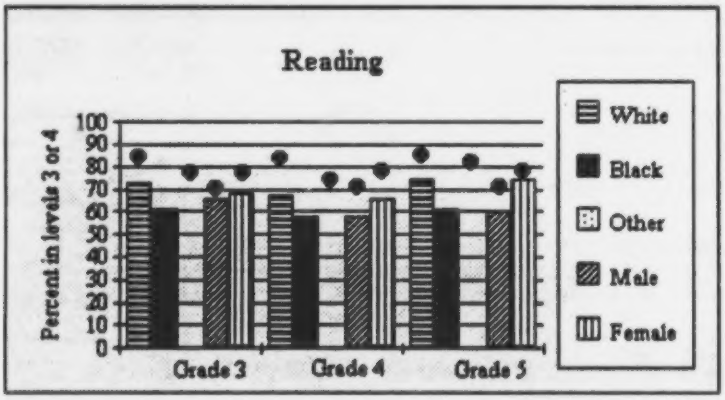
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	61	73	58
Gender			
Males	66	71	48
Females	55	75	71
Race			
Black	47	65	52
White	73	81	66
Other	NA	NA	NA

READING

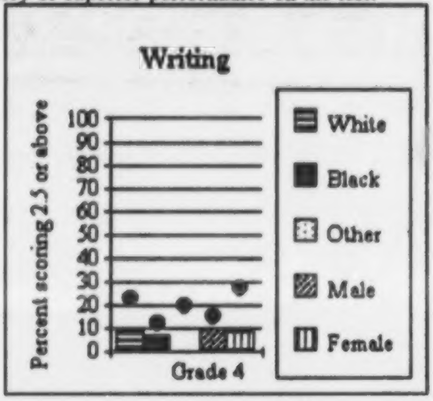
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	67	62	66
Gender			
Males	66	58	60
Females	68	66	74
Race			
Black	61	58	61
White	73	67	74
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	9
Gender	
Males	10
Females	8
Race	
Black	7
White	10
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	87.2	88.1	90.1	91.2	94.2	92.0
My child's school grounds are clean and attractive.	87.9	86.2	87.3	90.4	88.5	85.5
My child's school provides a high quality educational program.	81.7	84.4	84.1	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	80.6	80.2	85.0	82.9	84.2	82.9
My child is academically challenged in all classes.	69.7	74.0	73.9	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	67.0	77.5	81.5	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	86.0	81.9	88.4	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	75.3	77.8	81.8	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	69.9	69.5	86.0	78.4	79.5	80.3
I feel comfortable visiting my child's school.	92.9	89.8	91.1	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	91.7	90.0	93.7	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	61.2	65.5	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	91.7	93.4	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	60 %	67 %	76 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	42.9	40.6	13.4	1.1	1.9
	1992	34.5	45.5	17.0	1.7	1.3
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

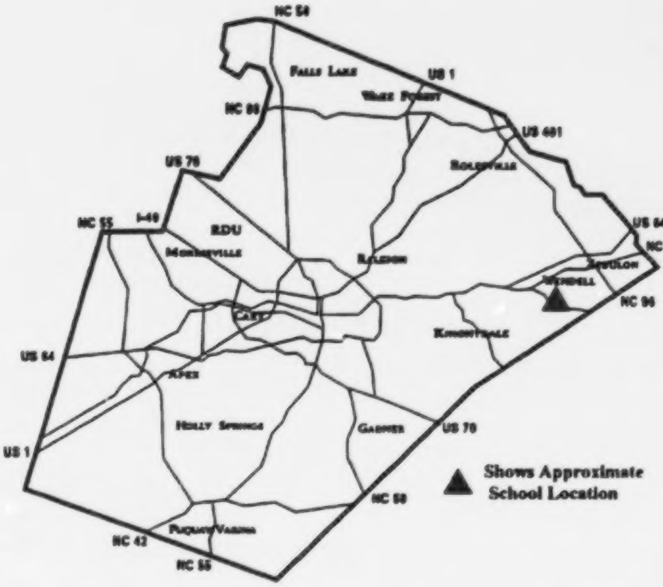
362

Carver

948 Morphus Bridge Road

Wendell 27591

PHONE : 365-2680


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
Shows Approximate School Location

Principal: Mary M. Castleberry

Grade Levels Served: K-1

Original Construction Date:	1947
Most Recent Renovation:	1955
Square Footage Of Building:	23,348
Size Of Property (acres):	9.4
Number Of Permanent Classrooms:	11
Number Of Portable Classrooms:	4

Magnet Program: Gifted and Talented

Chapter One Program: Reading Recovery

ESL (English as a Second Language) Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	279	257	260	634	601	610
Avg. DailyAttendance	Not Available	94.6 %	94.6 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	39 %	37 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	106	38	5	75	74	149
1	89	35	6	73	57	130
2	0	0	0	0	0	0
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	0	0	0	0	0
SCEC	0	0	0	0	0	0
Total	195	73	11	148	131	279

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	4
Behav./Emotion. Handicapped	0
Educable Mentally Handicapped	0
Other Handicapping Conditions	12
Academically Gifted	0

Note: Students are not identified for the AG program until the end of 2nd grade.

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 11.0	EC Teachers: 2.1	Other Teachers: 4.6	Certified Staff: 20.9
ADM Tchr Assts: 11.0	EC Tchr Assts: 1.0	Clerical Staff: 2.5	

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	24.7	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	10.2	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	13.0	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	9.1	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3									
4									
5									

NOTE: Carver Elementary (grades K-1) is paired with Wendell Elementary (grades 2-5). Refer to Wendell's profile to see related Effectiveness Index information.

END-0F-GRADE AND WRITING TEST RESULTS

Carver

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.

NOTE: Carver Elementary (grades K-1) is paired with Wendell Elementary (grades 2-5). Refer to Wendell's profile to see related End-of-Grade Testing information.

Category	Gd. 3	Gd. 4	Gd. 5
Total School			
Gender Males			
Females			
Race Black			
White			
Other			

READING

The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.

Category	Gd. 3	Gd. 4	Gd. 5
Total School			
Gender Males			
Females			
Race Black			
White			
Other			

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.

Category	Gd. 4
Total School	
Gender Males	
Females	
Race Black	
White	
Other	

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	94.8	93.2	92.5	91.2	94.2	92.0
My child's school grounds are clean and attractive.	88.1	84.8	86.6	90.4	88.5	85.5
My child's school provides a high quality educational program.	82.2	89.4	85.9	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	85.2	83.3	89.8	82.9	84.2	82.9
My child is academically challenged in all classes.	70.4	78.5	80.7	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	80.0	81.2	78.1	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	94.7	94.8	95.7	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	81.3	83.2	88.6	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	70.9	88.5	90.3	78.4	79.5	80.3
I feel comfortable visiting my child's school.	97.8	97.8	95.7	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	94.0	92.4	91.9	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	75.9	82.4	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	88.9	92.5	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	50 %	57 %	76 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	48.9	41.2	8.4	1.5	0.0
	1992	50.7	34.3	14.9	0.0	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

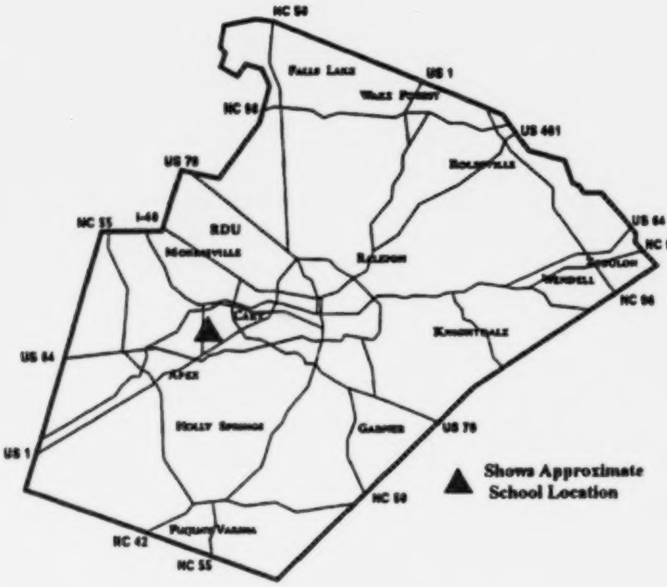
364

Cary

100 Dry Avenue

Cary 27511

PHONE : 460-3455


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
NC 42
Fuquay Varina
NC 55
Shows Approximate School Location

Principal:	Barbara Chapman (Dr.)
Grade Levels Served:	K-5
Original Construction Date:	1935
Most Recent Renovation:	1992
Square Footage Of Building:	107,954
Size Of Property (acres):	15.1
Number Of Permanent Classrooms:	47
Number Of Portable Classrooms:	1

Magnet Program: None

Chapter One Program: None

ESL (English as a Second Language) Services: None

Pre-K Program: For handicapped students

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	1015	763	791	634	601	610
Avg. DailyAttendance	Not Available	95.7 %	95.7 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	21 %	25 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	167	30	11	104	104	208
1	121	43	8	92	80	172
2	134	38	3	75	100	175
3	132	28	4	94	70	164
4	105	28	4	68	69	137
5	113	27	9	76	73	149
SCEC	4	6	0	8	2	10
Total	776	200	39	517	498	1015

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	52
Behav./Emotion. Handicapped	8
Educable Mentally Handicapped	5
Other Handicapping Conditions	37
Academically Gifted	119

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 39.0
EC Teachers: 8.9
Other Teachers: 6.6
Certified Staff: 59.8

ADM Tchr Assts: 28.0
EC Tchr Assts: 5.0
Clerical Staff: 4.0

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	25.9	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	13.7	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	17.0	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	11.6	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information.

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected
4	Below	Below	Expected	Below	Expected	Expected	Below	Below	Below
5	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected

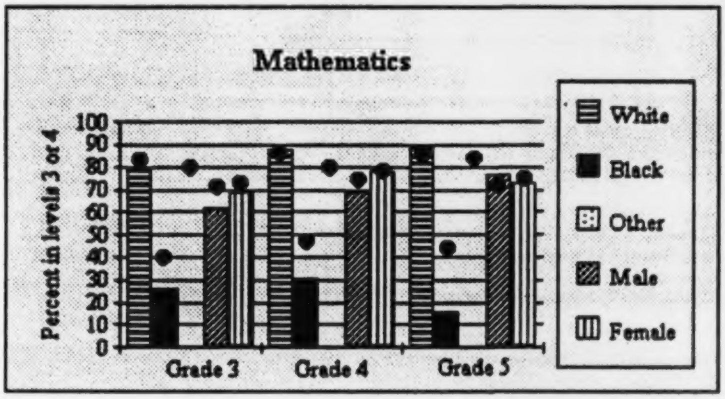
END-0F-GRADE AND WRITING TEST RESULTS

Cary

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

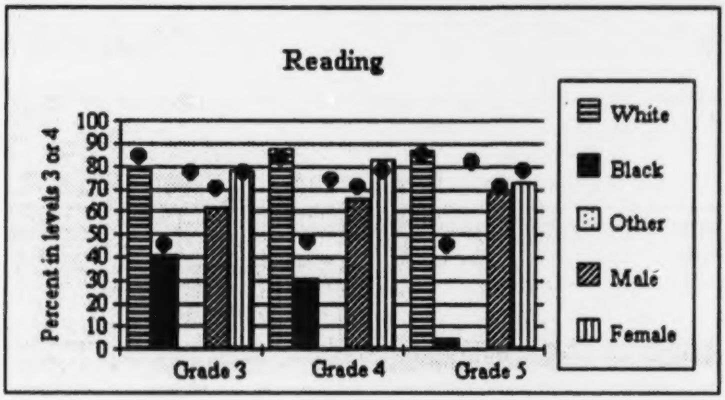
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	66	73	75
Gender			
Males	62	69	77
Females	69	78	73
Race			
Black	26	31	16
White	79	88	89
Other	NA	NA	NA

READING

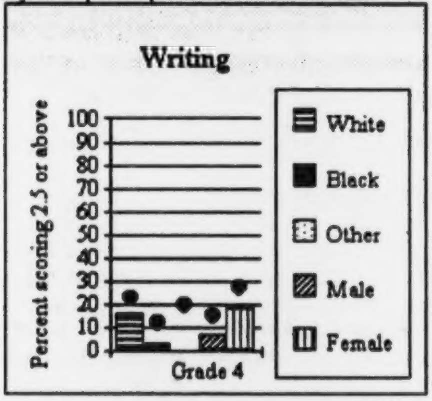
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	70	[illegible]	70
Gender			
Males	62	66	68
Females	78	83	73
Race			
Black	41	31	5
White	80	88	87
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	12
Gender	
Males	7
Females	18
Race	
Black	3
White	16
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.

This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	87.5	90.3	87.7	91.2	94.2	92.0
My child's school grounds are clean and attractive.	88.3	68.7	80.2	90.4	88.5	85.5
My child's school provides a high quality educational program.	70.8	73.1	76.9	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	74.8	77.6	79.4	82.9	84.2	82.9
My child is academically challenged in all classes.	58.0	65.6	73.7	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	57.4	69.2	69.5	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	86.2	87.1	85.1	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	70.7	74.8	77.7	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	69.2	78.4	76.7	78.4	79.5	80.3
I feel comfortable visiting my child's school.	94.6	97.0	95.5	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	89.6	93.3	90.5	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	61.4	71.2	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	89.5	85.0	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	74 %	76 %	74 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	36.4	46.6	14.4	2.1	0.4
	1992	31.8	46.2	18.5	2.8	0.7
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

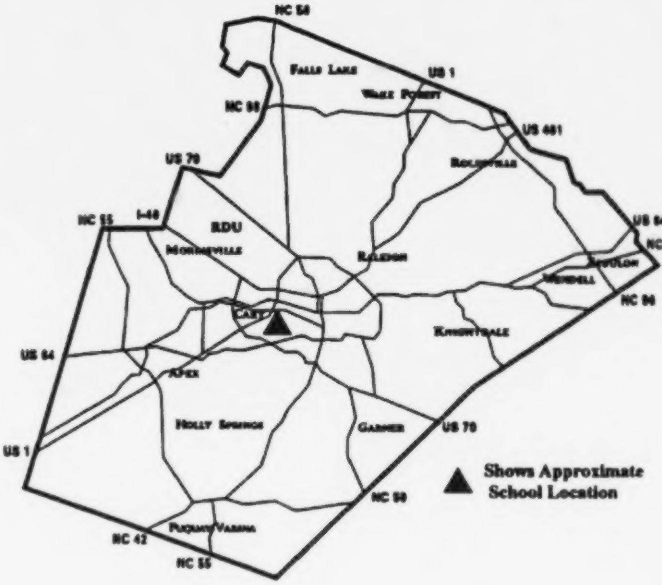
376

Combs

2001 Lorimer Road

Raleigh 27606

PHONE : 859-8300


NC 50
FALLS LAKE
US 1
WAKE FOREST
NC 98
US 401
US 70
ROLESVILLE
NC 55
I-40
RDU
MORRISVILLE
RALEIGH
US 64
NC 97
ZEBULON
WENDELL
NC 96
CARY
KNIGHTDALE
US 64
APEX
HOLLY SPRINGS
GARNER
US 70
US 1
▲ Shows Approximate School Location
NC 50
FUQUAY-VARINA
NC 42
NC 55

Principal: Jan H. Hargrove	
Grade Levels Served: K-5	
Original Construction Date:	1960
Most Recent Renovation:	1990
Square Footage Of Building:	42,374
Size Of Property (acres):	15.9
Number Of Permanent Classrooms:	23
Number Of Portable Classrooms:	4

Magnet Program: Extended Day

Chapter One Program: Reading Recovery

ESL (English as a Second Language) Services: Yes

Pre-K Program: For handicapped students

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	459	409	418	634	601	610
Avg. DailyAttendance	Not Available	96.1 %	96.3 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	32 %	30 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	50	21	13	47	37	84
1	34	15	14	31	32	63
2	38	24	10	35	37	72
3	44	14	10	33	35	68
4	46	25	9	44	36	80
5	38	29	14	40	41	81
SCEC	5	5	1	7	4	11
Total	255	133	71	237	222	459

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	20
Behav./Emotion. Handicapped	4
Educable Mentally Handicapped	0
Other Handicapping Conditions	33
Academically Gifted	56

"Other" includes 3 classes for Total Communication Hearing Impaired Students

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 18.0	EC Teachers: 7.0	Other Teachers: 7.8	Certified Staff: 37.6
ADM Tchr Assts: 11.0	EC Tchr Assts: 5.0	Clerical Staff: 2.7	

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	24.9	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	12.2	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	12.4	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	9.5	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Expected	Below	Below	Expected	Expected	Expected	Below
4	Expected	Expected	Expected	Expected	Expected	Above	Expected	Expected	Expected
5	Above	Above	Above	Above	Above	Above	Above	Above	Above

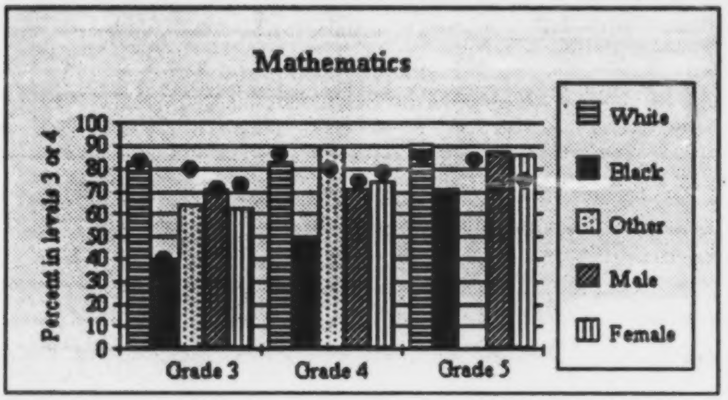
END-0F-GRADE AND WRITING TEST RESULTS

Combs

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ●'s on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

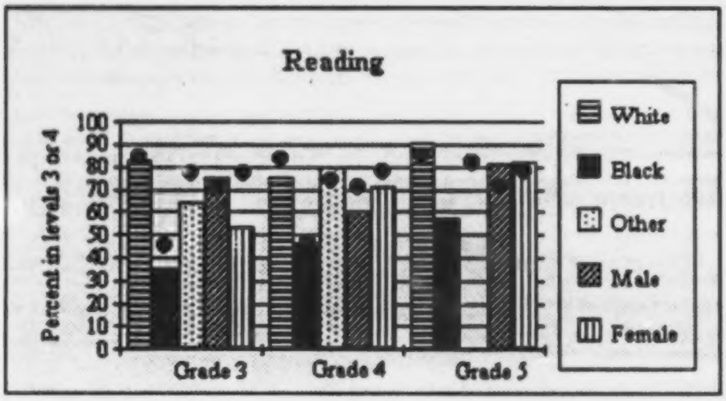
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	68	73	87
Gender			
Males	71	71	88
Females	63	74	86
Race			
Black	39	50	71
White	83	83	91
Other	64	90	NA

READING

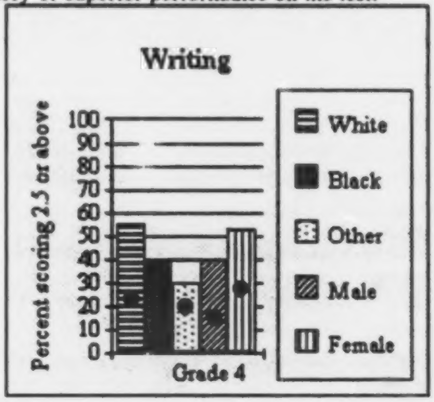
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	66	66	81
Gender			
Males	75	60	81
Females	53	71	82
Race			
Black	35	46	57
White	83	75	91
Other	64	80	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	46
Gender	
Males	40
Females	53
Race	
Black	39
White	55
Other	30

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	93.6	96.2	95.7	91.2	94.2	92.0
My child's school grounds are clean and attractive.	95.2	92.8	94.0	90.4	88.5	85.5
My child's school provides a high quality educational program.	81.6	85.2	78.9	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	79.2	83.7	83.6	82.9	84.2	82.9
My child is academically challenged in all classes.	68.9	69.0	72.9	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	71.9	77.4	69.2	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	92.4	90.9	87.9	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	79.6	81.2	79.2	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	86.1	78.5	83.5	78.4	79.5	80.3
I feel comfortable visiting my child's school.	96.2	94.7	95.0	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	93.9	95.8	93.5	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	70.4	76.0	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	86.8	90.9	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	73 %	78 %	81 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	55.9	34.6	7.8	1.0	0.7
	1992	41.9	47.7	9.2	1.2	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

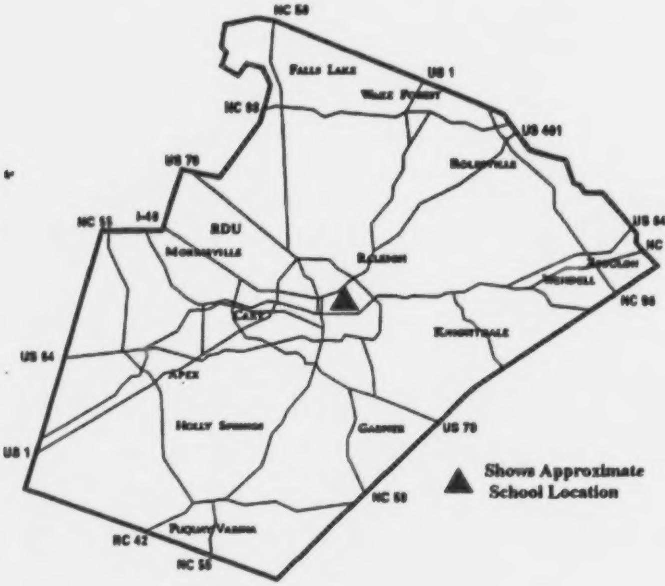
380

Conn

1221 Brookside Drive

Raleigh 27604

PHONE : 856-7637


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
Shows Approximate School Location
NC 50
Fuquay-Varina
NC 42
NC 55

Principal: Lois M. Hart	
Grade Levels Served: K-5	
Original Construction Date:	1954
Most Recent Renovation:	1990
Square Footage Of Building:	53,292
Size Of Property (acres):	13.3
Number Of Permanent Classrooms:	24
Number Of Portable Classrooms:	13

Magnet Program: Gifted and Talented

Chapter One Program: Reading Recovery

ESL (English as a Second Language) Services: None

Pre-K Program: For handicapped students

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	543	650	623	634	601	610
Avg. DailyAttendance	Not Available	95.9 %	95.6 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	34 %	39 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	43	34	2	39	40	79
1	39	35	2	42	34	76
2	66	43	1	64	46	110
3	55	35	2	45	47	92
4	45	29	4	46	32	78
5	55	28	2	43	42	85
SCEC	1	22	0	16	7	23
Total	304	226	13	295	248	543

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	28
Behav./Emotion. Handicapped	6
Educable Mentally Handicapped	14
Other Handicapping Conditions	19
Academically Gifted	50

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 21.0	EC Teachers: 6.5	Other Teachers: 11.0	Certified Staff: 44.8
ADM Tchr Assts: 14.0	EC Tchr Assts: 4.0	Clerical Staff: 2.7	

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	24.6	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	11.2	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	12.9	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	10.2	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Expected	Below	Below	Below	Expected	Expected	Expected
4	Expected	Expected	Expected	Expected	Expected	Below	Expected	Expected	Below
5	Expected	Expected	Above	Above	Above	Above	Expected	Expected	Expected

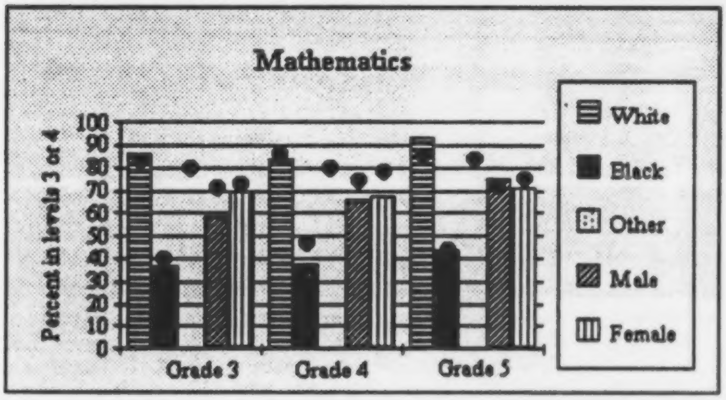
END-0F-GRADE AND WRITING TEST RESULTS

Conn

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

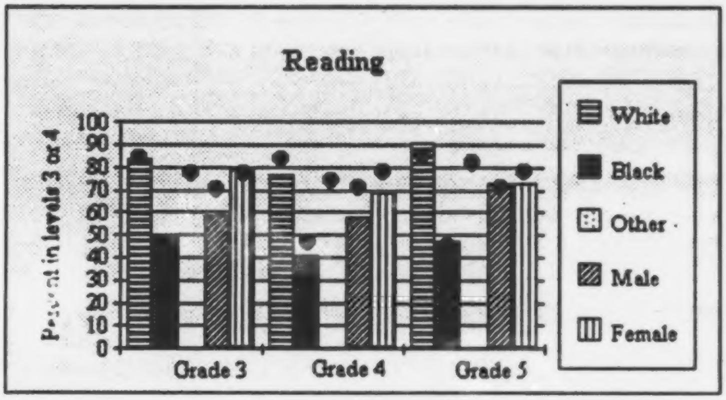
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	65	65	72
Gender			
Males	59	66	75
Females	70	67	71
Race			
Black	37	38	44
White	86	84	93
Other	NA	NA	NA

READING

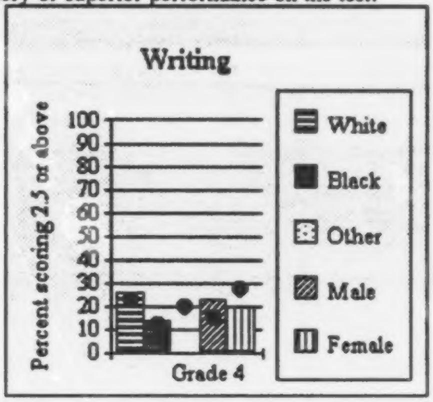
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	69	63	73
Gender			
Males	59	58	73
Females	79	69	73
Race			
Black	49	41	47
White	84	77	91
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	21
Gender	
Males	23
Females	20
Race	
Black	14
White	26
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.

This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	84.9	88.1	91.5	91.2	94.2	92.0
My child's school grounds are clean and attractive.	88.9	90.9	90.6	90.4	88.5	85.5
My child's school provides a high quality educational program.	80.9	83.7	86.0	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	79.8	75.7	83.3	82.9	84.2	82.9
My child is academically challenged in all classes.	59.4	69.4	70.5	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	68.7	76.4	81.4	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	87.2	82.5	89.0	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	73.2	73.2	80.9	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	69.3	62.8	71.4	78.4	79.5	80.3
I feel comfortable visiting my child's school.	93.2	89.2	94.9	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	93.8	91.7	94.6	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	65.7	75.4	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	91.3	88.9	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	65 %	53 %	80 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

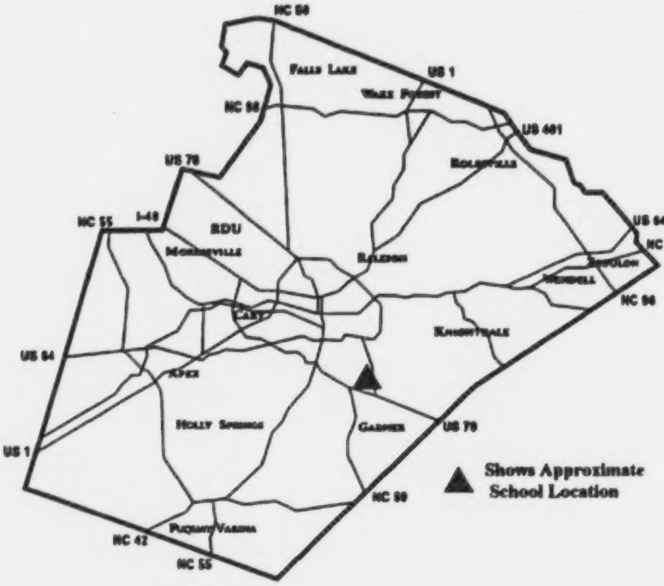
		A	B	C	D	F
This School	1993	43.7	40.5	12.7	1.9	1.3
	1992	36.4	44.4	14.4	3.2	1.6
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

384

Creech Road
450 Creech Road
Garner 27529
PHONE : 662-2359


NC 50
FALLS LAKE
US 1
WAKE FOREST
NC 98
US 401
US 70
ROLESVILLE
NC 55
I-40
RDU
MORRISVILLE
RALEIGH
US 64
NC 97
ZEBULON
WENDELL
NC 96
CARY
KNIGHTDALE
US 64
APEX
HOLLY SPRINGS
GARNER
US 70
US 1
NC 50
FUQUAY-VARINA
NC 42
NC 55
▲ Shows Approximate School Location

Principal: Jane Ann Hughes

Grade Levels Served: K-5

Original Construction Date:	1992
Most Recent Renovation:	1992
Square Footage Of Building:	75,630
Size Of Property (acres):	24.0
Number Of Permanent Classrooms:	39
Number Of Portable Classrooms:	0

Magnet Program: None

Chapter One Program: Reading Recovery

ESL (English as a Second Language) Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	680	665		634	601	610
Avg. DailyAttendance	Not Available	95.0 %	0.0 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	36 %	34 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	59	49	3	61	50	111
1	55	46	4	57	48	105
2	58	50	1	53	56	109
3	73	41	2	62	54	116
4	39	45	1	51	34	85
5	60	55	1	57	59	116
SCEC	18	20	0	25	13	38
Total	362	306	12	366	314	680

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	54
Behav./Emotion. Handicapped	5
Educable Mentally Handicapped	0
Other Handicapping Conditions	48
Academically Gifted	23

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 25.0 EC Teachers: 10.1 Other Teachers: 8.0 Certified Staff: 47.8

ADM Tchr Assts: 17.0 EC Tchr Assts: 7.0 Clerical Staff: 3.4

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	25.6	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	12.8	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	14.2	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	10.2	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3									
4									
5									

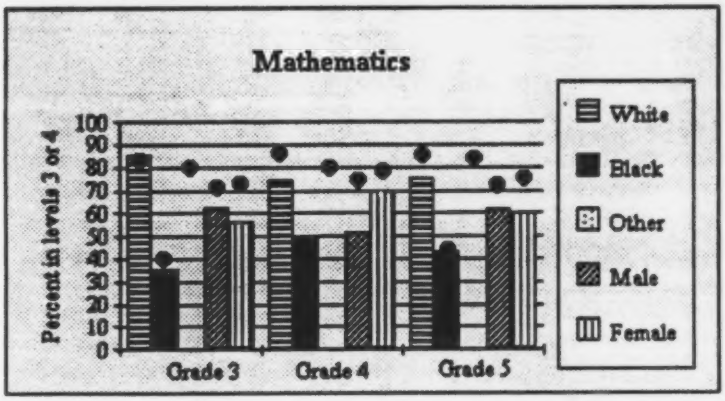
END-0F-GRADE AND WRITING TEST RESULTS

Creech Road

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

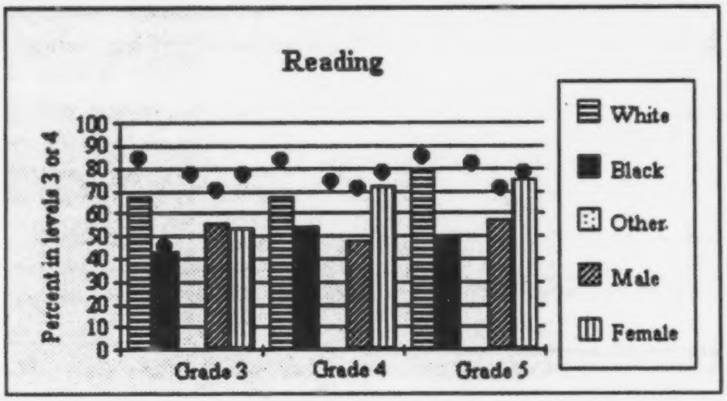
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	60	63	61
Gender			
Males	63	52	62
Females	56	70	60
Race			
Black	35	50	43
White	85	74	75
Other	NA	NA	NA

READING

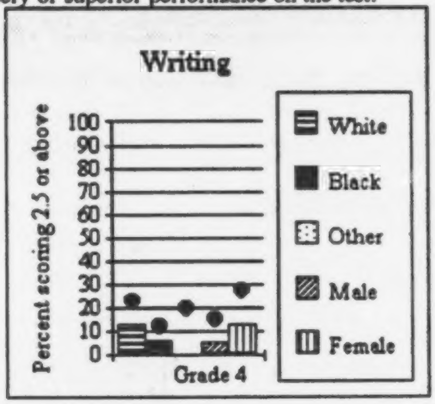
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	55	60	67
Gender			
Males	56	48	57
Females	53	72	75
Race			
Black	43	54	50
White	67	67	80
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	9
Gender	
Males	5
Females	13
Race	
Black	6
White	13
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	90.3	92.0	NA	91.2	94.2	92.0
My child's school grounds are clean and attractive.	96.4	95.2	NA	90.4	88.5	85.5
My child's school provides a high quality educational program.	74.8	75.8	NA	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	78.7	80.3	NA	82.9	84.2	82.9
My child is academically challenged in all classes.	68.1	70.1	NA	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	66.8	67.5	NA	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	82.2	74.8	NA	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	75.4	75.1	NA	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	74.3	68.6	NA	78.4	79.5	80.3
I feel comfortable visiting my child's school.	92.8	91.1	NA	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	90.8	91.5	NA	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	55.9	62.9	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	88.8	80.4	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	65 %	64 %		60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	43.1	36.2	17.1	2.0	1.5
	1992	32.7	49.3	14.9	2.2	1.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

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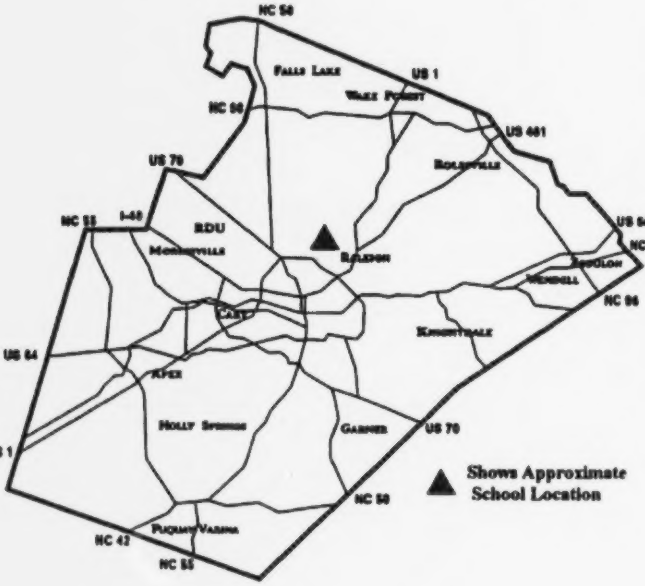
Douglas

600 Ortega Road

Raleigh 27609

PHONE : 881-4894


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
Shows Approximate School Location

Principal: Gary E. Gammill

Grade Levels Served: K-5

Original Construction Date:	1968
Most Recent Renovation:	1968
Square Footage Of Building:	52,251
Size Of Property (acres):	18.7
Number Of Permanent Classrooms:	29
Number Of Portable Classrooms:	4

Magnet Program: None

Chapter One Program: Reading Recovery

ESL (English as a Second Language) Services: Yes

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	588	605	629	634	601	610
Avg. DailyAttendance	Not Available	95.3 %	95.7 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	27 %	27 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	58	37	9	56	48	104
1	55	24	9	36	52	88
2	54	24	7	45	40	85
3	65	25	8	42	56	98
4	62	24	5	49	42	91
5	73	30	5	53	55	108
SCEC	6	7	1	13	1	14
Total	373	171	44	294	294	588

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	29
Behav./Emotion. Handicapped	7
Educable Mentally Handicapped	3
Other Handicapping Conditions	31
Academically Gifted	90

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 23.0
EC Teachers: 5.1
Other Teachers: 6.9
Certified Staff: 39.8
ADM Tchr Assts: 15.0
EC Tchr Assts: 5.0
Clerical Staff: 2.7

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	24.9	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	12.8	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	14.4	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	10.4	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Above	Above	Above	Above	Expected	Above	Above	Expected	Above
4	Expected	Above	Expected	Expected	Expected	Expected	Above	Expected	Expected
5	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected

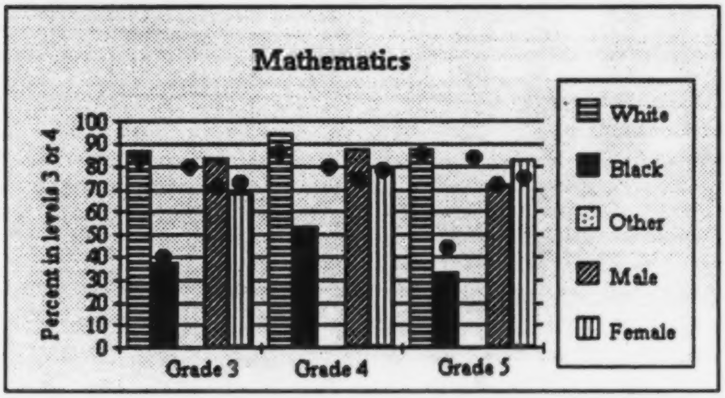
END-0F-GRADE AND WRITING TEST RESULTS

Douglas

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

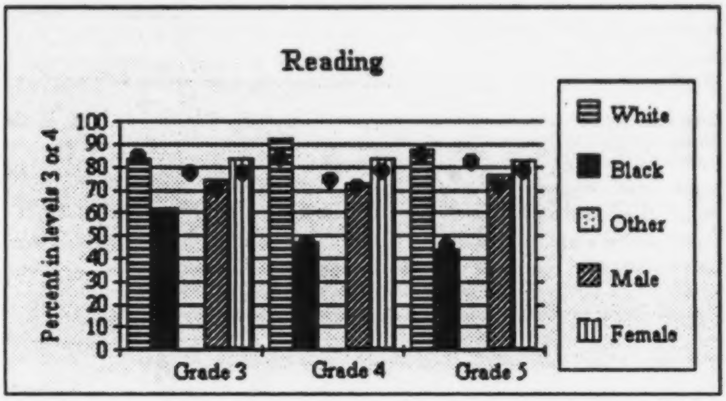
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	77	84	79
Gender Males	84	88	72
Females	68	80	83
Race Black	38	53	33
White	87	95	88
Other	NA	NA	NA

READING

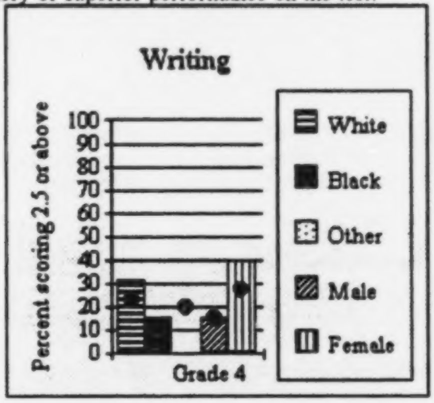
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	82	78	80
Gender Males	74	73	77
Females	84	84	83
Race Black	62	47	44
White	84	92	88
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	28
Gender Males	15
Females	40
Race Black	15
White	31
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.

This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	94.1	96.6	92.8	91.2	94.2	92.0
My child's school grounds are clean and attractive.	93.8	87.5	93.6	90.4	88.5	85.5
My child's school provides a high quality educational program.	88.5	84.9	81.5	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	82.2	88.4	85.2	82.9	84.2	82.9
My child is academically challenged in all classes.	68.9	69.5	72.8	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	67.6	77.7	76.6	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	92.4	93.1	92.2	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	80.0	85.8	82.1	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	78.5	83.2	81.6	78.4	79.5	80.3
I feel comfortable visiting my child's school.	96.9	96.9	91.1	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	94.8	96.2	95.5	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	74.6	78.2	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	93.4	90.9	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	52 %	61 %	70 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	56.5	38.8	3.3	0.7	0.7
	1992	52.8	36.7	8.9	1.6	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

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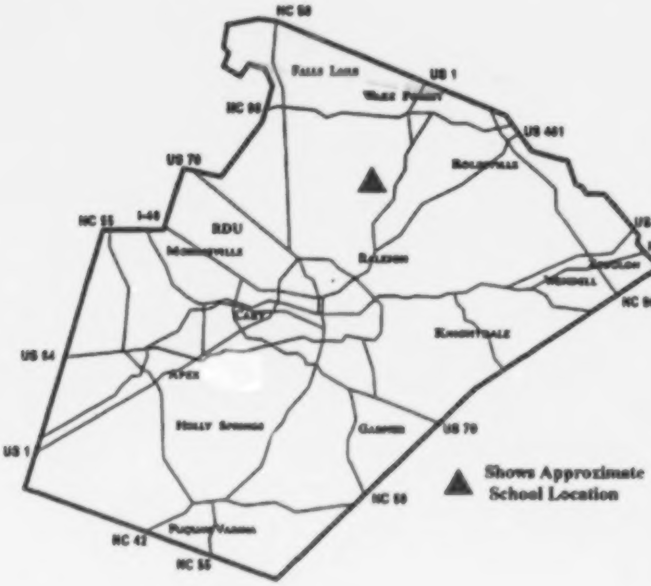
Durant Road

9901 Durant Road
Raleigh 27615
PHONE : 870-4220


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
Shows Approximate School Location
NC 50
NC 42
Fuquay-Varina
NC 55

Principal: Pamela F. Hanzaker	
Grade Levels Served: K-5	
Original Construction Date:	1992
Most Recent Renovation:	1992
Square Footage Of Building:	70,500
Size Of Property (acres):	19.0
Number Of Permanent Classrooms:	35
Number Of Portable Classrooms:	2

Magnet Program: Year-Round
Chapter One Program: None
ESL (English as a Second Language) Services: None
Pre-K Program: For handicapped students

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	676	507		634	601	610
Avg. DailyAttendance	Not Available	96.5 %	0.0 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	12 %	14 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	110	20	6	63	73	136
1	87	18	4	53	56	109
2	87	16	2	60	45	105
3	87	19	4	57	53	110
4	88	19	2	46	63	109
5	60	17	3	41	39	80
SCEC	14	13	0	20	7	27
Total	533	122	21	340	336	676

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	46
Behav./Emotion. Handicapped	5
Educable Mentally Handicapped	10
Other Handicapping Conditions	35
Academically Gifted	83

BEST COPY AVAILABLE

1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 31.5 EC Teachers: 9.4 Other Teachers: 4.9 Certified Staff: 52.6

ADM Tchr Assts: 18.0 EC Tchr Assts: 5.0 Clerical Staff: 4.2

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	23.7	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	13.8	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	14.9	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	11.4	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3									
4									
5									

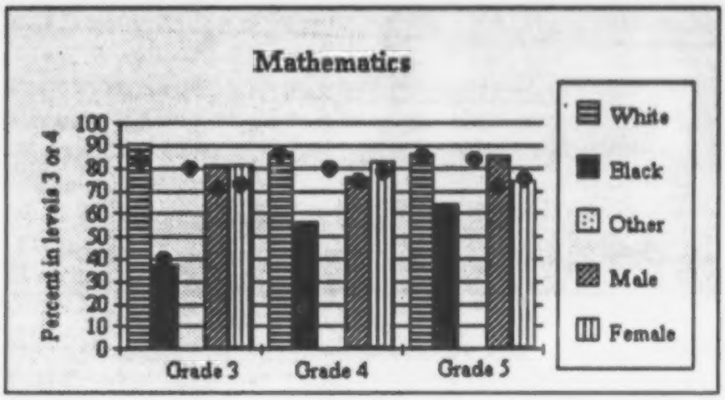
END-0F-GRADE AND WRITING TEST RESULTS

Durant Road

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

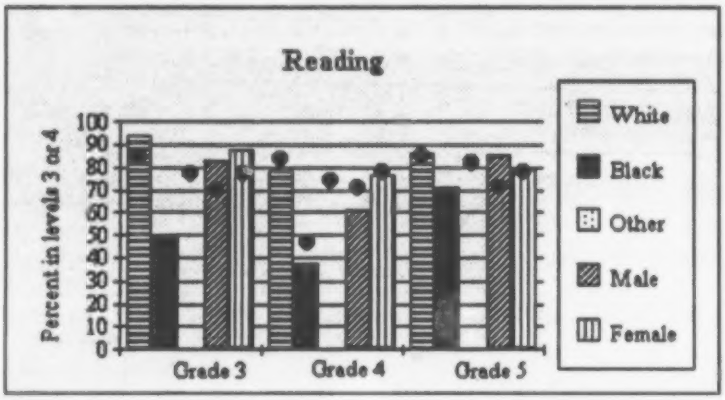
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	81	79	81
Gender			
Males	81	76	85
Females	81	83	74
Race			
Black	38	56	64
White	91	87	86
Other	NA	NA	NA

READING

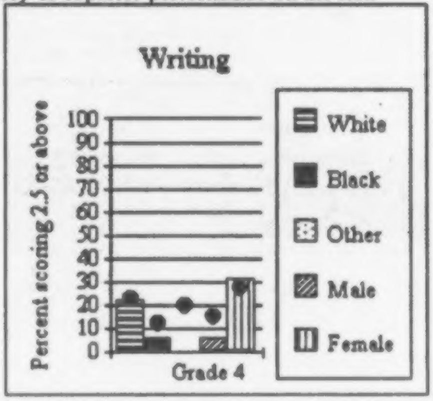
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	86	68	83
Gender			
Males	83	61	85
Females	88	77	79
Race			
Black	50	38	71
White	94	78	86
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	17
Gender	
Males	6
Females	31
Race	
Black	6
White	22
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.

This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	98.8	99.3	NA	91.2	94.2	92.0
My child's school grounds are clean and attractive.	96.8	97.9	NA	90.4	88.5	85.5
My child's school provides a high quality educational program.	93.4	93.3	NA	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	91.7	90.5	NA	82.9	84.2	82.9
My child is academically challenged in all classes.	79.8	83.2	NA	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	79.2	86.8	NA	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	89.6	93.7	NA	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	82.9	86.0	NA	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	86.6	89.2	NA	78.4	79.5	80.3
I feel comfortable visiting my child's school.	96.7	99.0	NA	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	97.3	97.2	NA	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	78.5	84.9	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	91.4	93.0	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	63 %	70 %		60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	74.9	21.6	3.0	0.6	0.0
	1992	72.6	23.9	2.8	0.7	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

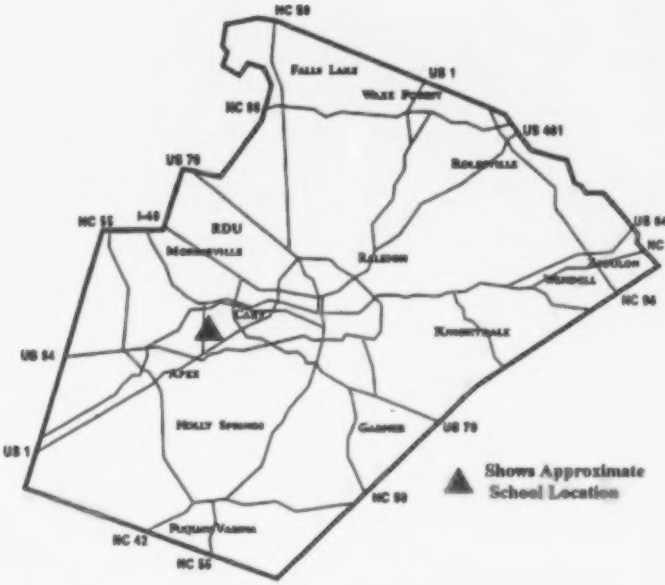
414

Farmington Woods

1413 Hampton Valley Road

Cary 27511

PHONE : 460-3469


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
▲ Shows Approximate School Location

Principal: Gene O. Holshouser	
Grade Levels Served: K-5	
Original Construction Date:	1978
Most Recent Renovation:	1978
Square Footage Of Building:	54,748
Size Of Property (acres):	20.0
Number Of Permanent Classrooms:	28
Number Of Portable Classrooms:	10

Magnet Program: None

Chapter One Program: None

ESL (English as a Second Language) Services: Yes

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	821	744	757	634	601	610
Avg. DailyAttendance	Not Available	96.3 %	96.0 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	24 %	24 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	88	26	32	78	68	146
1	75	25	29	62	67	129
2	97	24	30	78	73	151
3	89	16	18	56	67	123
4	87	19	17	65	58	123
5	102	21	10	70	63	133
SCEC	8	6	2	11	5	16
Total	546	137	138	420	401	821

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	54
Behav./Emotion. Handicapped	9
Educable Mentally Handicapped	1
Other Handicapping Conditions	40
Academically Gifted	137

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 32.0
EC Teachers: 7.7
Other Teachers: 6.6
Certified Staff: 51.6

ADM Tchr Assts: 22.0
EC Tchr Assts: 4.0
Clerical Staff: 3.0

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	25.2	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	13.3	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	15.8	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	11.3	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Above	Above	Above	Expected	Expected	Expected	Above	Above	Above
4	Below	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected
5	Expected	Expected	Above	Expected	Expected	Expected	Expected	Expected	Expected

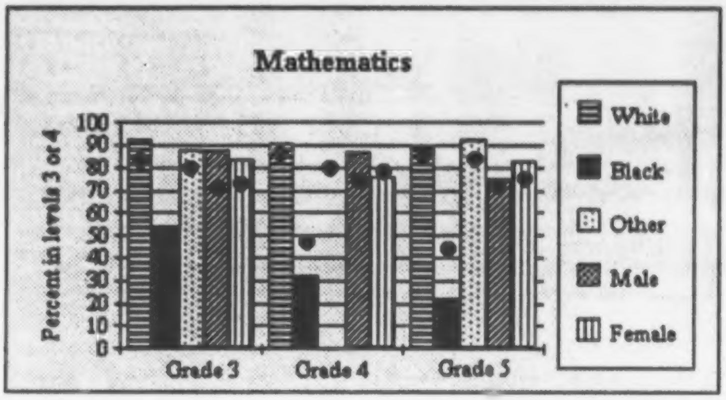
END-0F-GRADE AND WRITING TEST RESULTS

Farmington Woods

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

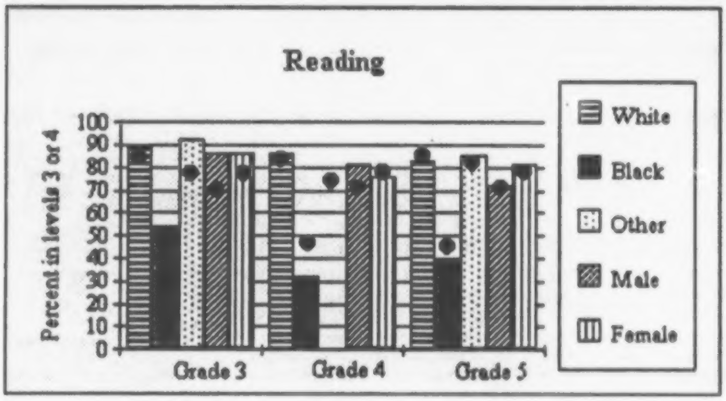
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	87	82	79
Gender			
Males	88	87	75
Females	84	76	83
Race			
Black	54	32	22
White	92	91	89
Other	88	NA	92

READING

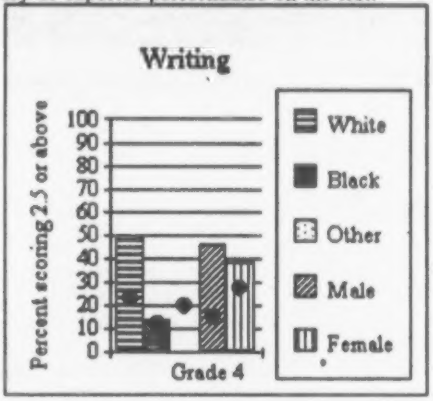
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	86	79	76
Gender			
Males	86	81	72
Females	86	76	81
Race			
Black	54	32	39
White	89	86	83
Other	92	NA	85

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	42
Gender	
Males	46
Females	38
Race	
Black	14
White	50
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	95.4	96.3	94.9	91.2	94.2	92.0
My child's school grounds are clean and attractive.	95.2	98.0	95.3	90.4	88.5	85.5
My child's school provides a high quality educational program.	90.4	88.8	86.8	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	85.3	88.8	85.7	82.9	84.2	82.9
My child is academically challenged in all classes.	71.1	77.8	78.0	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	74.3	79.3	75.5	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	91.7	92.2	90.5	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	80.7	81.6	80.3	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	79.8	81.2	69.8	78.4	79.5	80.3
I feel comfortable visiting my child's school.	96.4	96.8	95.7	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	96.4	96.8	96.1	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	74.8	85.1	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	93.0	92.0	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	70 %	49 %	80 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	68.5	26.1	4.3	0.6	0.4
	1992	64.0	29.5	5.6	0.9	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

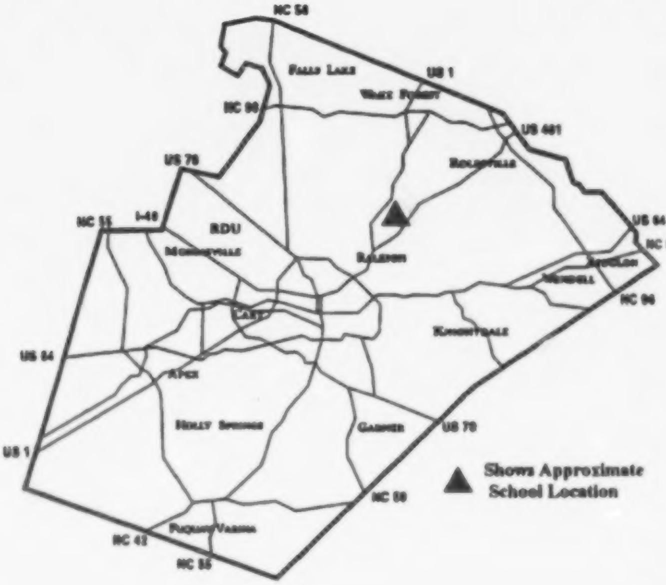
415

Fox Road

7101 Fox Road

Raleigh 27604

PHONE : 850-8845


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
US 64
NC 97
Morrisville
Raleigh
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
NC 42
Fuquay-Varina
NC 55
Shows Approximate School Location

Principal: Teresa Edger Abron

Grade Levels Served: K-5

Original Construction Date:	1978
Most Recent Renovation:	1978
Square Footage Of Building:	70,120
Size Of Property (acres):	30.6
Number Of Permanent Classrooms:	35
Number Of Portable Classrooms:	14

Magnet Program: None

Chapter One Program: Reading Recovery

ESL (English as a Second Language) Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	843	843	796	634	601	610
Avg. DailyAttendance	Not Available	95.8 %	95.8 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	39 %	37 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	89	71	5	81	84	165
1	74	72	3	76	73	149
2	69	61	4	72	62	134
3	73	65	2	79	61	140
4	57	56	7	60	60	120
5	57	50	0	66	41	107
SCEC	13	15	0	20	8	28
Total	432	390	21	454	389	843

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	42
Behav./Emotion. Handicapped	6
Educable Mentally Handicapped	0
Other Handicapping Conditions	71
Academically Gifted	59

BEST COPY AVAILABLE

1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 33.0	EC Teachers: 7.7	Other Teachers: 10.2	Certified Staff: 56.7
ADM Tchr Assts: 23.0	EC Tchr Assts: 6.0	Clerical Staff: 2.5	

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	24.6	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	12.3	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	17.5	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	12.4	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Expected	Expected	Expected	Expected	Below	Below	Below
4	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Above
5	Above	Expected	Expected	Expected	Expected	Below	Expected	Expected	Expected

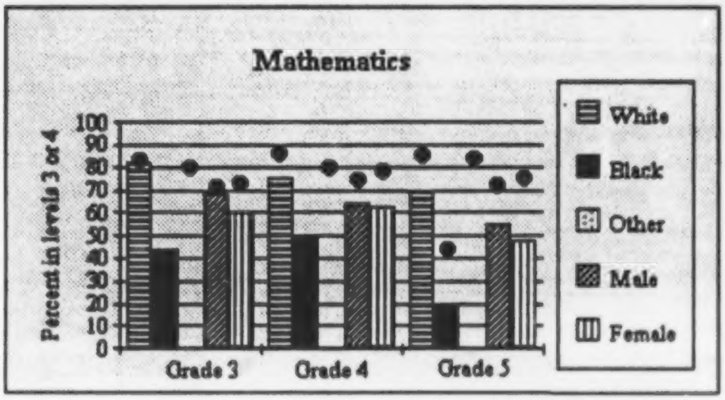
END-0F-GRADE AND WRITING TEST RESULTS

Fox Road

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

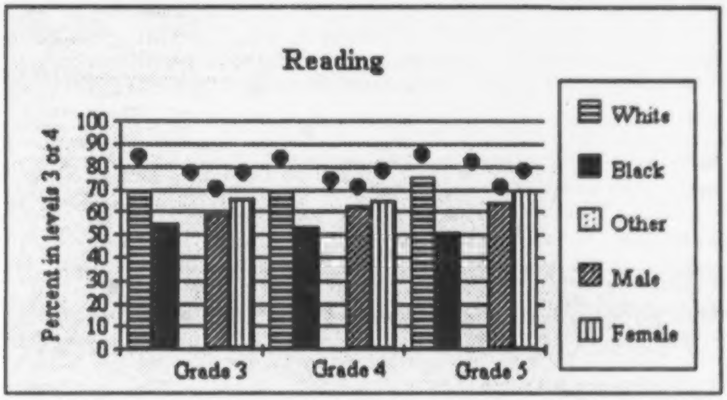
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	64	63	51
Gender			
Males	68	64	55
Females	60	63	48
Race			
Black	44	49	19
White	82	75	70
Other	NA	NA	NA

READING

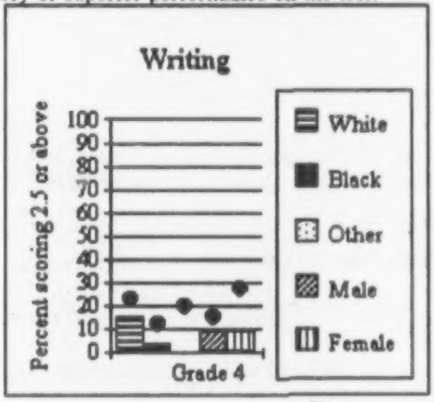
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	63	63	67
Gender			
Males	59	63	64
Females	66	65	70
Race			
Black	55	53	51
White	69	70	75
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	9
Gender	
Males	9
Females	9
Race	
Black	4
White	15
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	86.8	95.4	92.2	91.2	94.2	92.0
My child's school grounds are clean and attractive.	90.2	90.8	89.5	90.4	88.5	85.5
My child's school provides a high quality educational program.	76.5	83.5	81.3	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	80.0	86.4	83.8	82.9	84.2	82.9
My child is academically challenged in all classes.	63.6	71.4	74.4	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	61.4	79.4	71.7	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	88.3	90.4	88.0	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	77.8	84.1	79.7	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	65.4	75.5	72.1	78.4	79.5	80.3
I feel comfortable visiting my child's school.	95.1	95.4	94.0	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	94.1	94.1	92.3	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	61.1	74.9	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	94.4	94.9	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	41 %	54 %	68 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	41.1	45.6	10.8	1.9	0.6
	1992	42.3	45.7	11.5	0.5	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

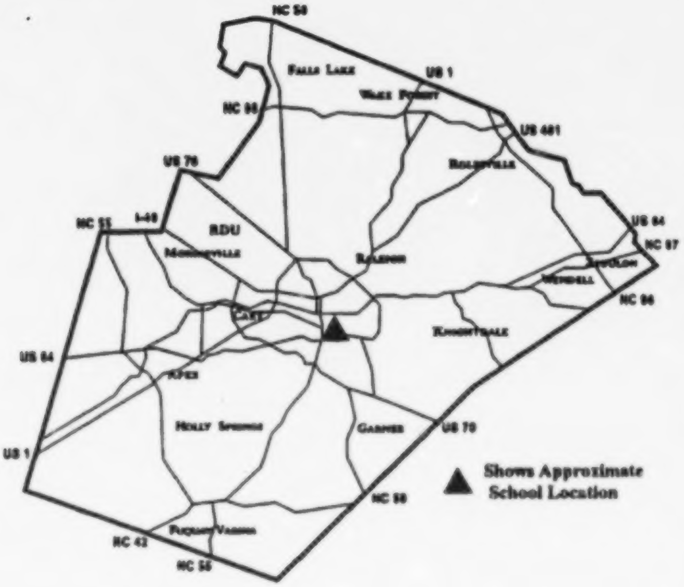
The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

416

Fuller

806 Calloway Drive
Raleigh 27610
PHONE : 856-7625


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
▲ Shows Approximate School Location

Principal: Marlee Ray
Grade Levels Served: K-5
Original Construction Date: 1961
Most Recent Renovation: 1990
Square Footage Of Building: 65,492
Size Of Property (acres): 15.0
Number Of Permanent Classrooms: 34
Number Of Portable Classrooms: 3
Magnet Program: Gifted and Talented
Chapter One Program: Reading Recovery
ESL (English as a Second Language) Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	618	621	590	634	601	610
Avg. DailyAttendance	Not Available	95.6 %	95.7 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	28 %	32 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	45	50	11	47	59	106
1	48	32	8	45	43	88
2	51	42	8	45	56	101
3	55	40	11	62	44	106
4	64	24	10	48	50	98
5	55	27	12	54	40	94
SCEC	0	24	1	15	10	25
Total	318	239	61	316	302	618

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	18
Behav./Emotion. Handicapped	6
Educable Mentally Handicapped	19
Other Handicapping Conditions	26
Academically Gifted	112

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 24.0
EC Teachers: 6.4
Other Teachers: 11.2
Certified Staff: 46.9
ADM Tchr Assts: 16.0
EC Tchr Assts: 4.0
Clerical Staff: 2.7

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	25.0	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	11.7	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	13.4	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	10.2	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected
4	Expected	Expected	Below	Expected	Expected	Below	Expected	Expected	Expected
5	Expected	Expected	Expected	Expected	Expected	Expected	Below	Expected	Below

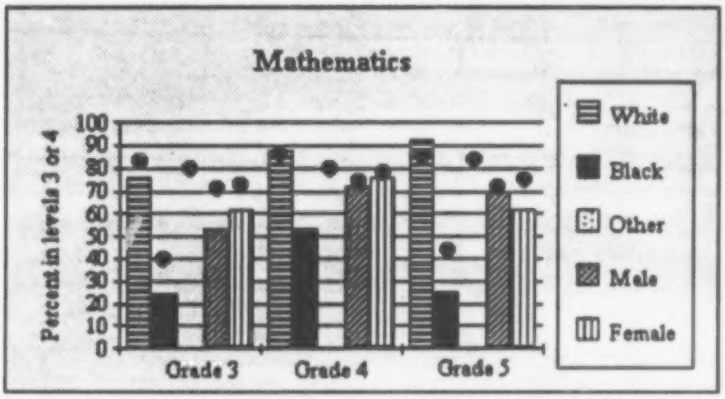
END-0F-GRADE AND WRITING TEST RESULTS

Fuller

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

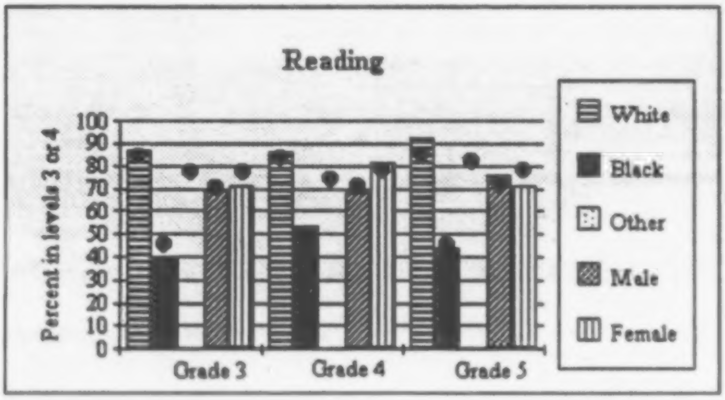
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	57	72	66
Gender			
Males	53	72	70
Females	62	76	62
Race			
Black	24	53	25
White	76	88	92
Other	NA	NA	NA

READING

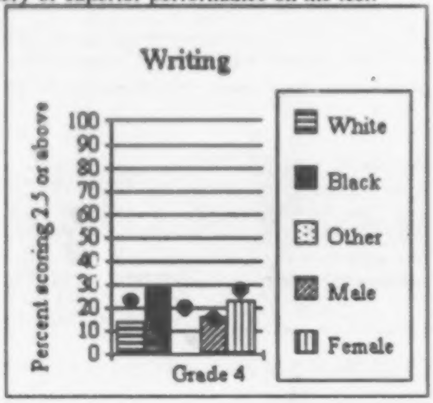
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	70	73	74
Gender			
Males	69	68	76
Females	71	81	71
Race			
Black	39	53	44
White	87	86	92
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	19
Gender	
Males	16
Females	23
Race	
Black	28
White	14
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.

This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	90.8	87.1	92.2	91.2	94.2	92.0
My child's school grounds are clean and attractive.	83.0	85.6	91.5	90.4	88.5	85.5
My child's school provides a high quality educational program.	87.9	89.4	84.8	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	84.9	79.8	82.9	82.9	84.2	82.9
My child is academically challenged in all classes.	76.4	69.4	72.7	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	73.6	78.4	79.2	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	82.6	80.8	86.1	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	78.5	73.2	80.4	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	83.8	76.7	79.2	78.4	79.5	80.3
I feel comfortable visiting my child's school.	96.1	95.0	94.3	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	94.0	93.5	89.8	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	67.0	66.8	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	87.3	89.0	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	51 %	50 %	55 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	51.6	38.4	9.7	0.4	0.0
	1992	39.2	46.0	13.3	1.5	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

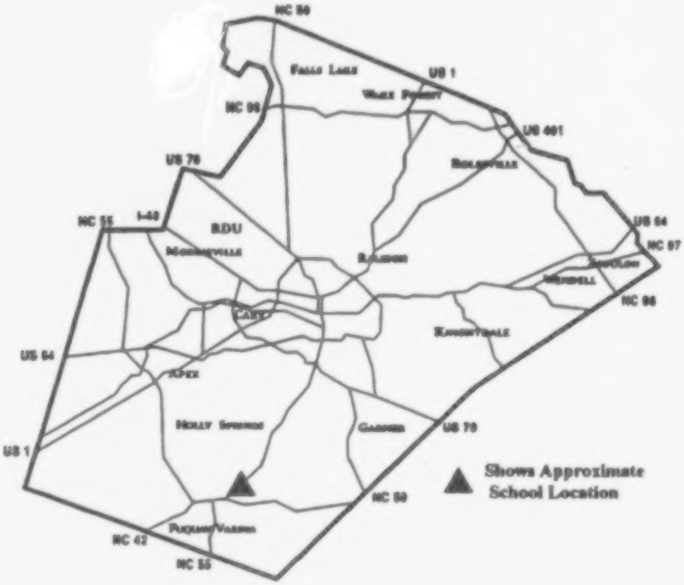
The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

420

Fuquay-Varina

6600 Johnson Pond Road
Fuquay-Varina 27526
PHONE : 557-2566


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
Shows Approximate School Location

Principal: Donald G. Cotton	
Grade Levels Served: K-5	
Original Construction Date:	1985
Most Recent Renovation:	1985
Square Footage Of Building:	74,787
Size Of Property (acres):	21.1
Number Of Permanent Classrooms:	38
Number Of Portable Classrooms:	2
Magnet Program: None	
Chapter One Program: None	
ESL (English as a Second Language) Services: None	

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	783	728	902	634	601	610
Avg. DailyAttendance	Not Available	95.7 %	95.5 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	18 %	19 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	112	18	0	61	69	130
1	111	25	6	77	65	142
2	112	15	3	64	66	130
3	103	21	2	56	70	126
4	97	20	5	60	62	122
5	109	15	6	69	61	130
SCEC	2	1	0	3	0	3
Total	646	115	22	390	393	783

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	44
Behav./Emotion. Handicapped	0
Educable Mentally Handicapped	2
Other Handicapping Conditions	29
Academically Gifted	90

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 31.0
EC Teachers: 4.1
Other Teachers: 5.6
Certified Staff: 46.5
ADM Tchr Assts: 21.0
EC Tchr Assts: 1.0
Clerical Staff: 3.5

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	25.2	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	13.5	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	17.6	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	13.1	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Below	Expected	Expected	Expected	Expected	Expected	Below
4	Above	Expected	Above	Above	Above	Above	Above	Expected	Above
5	Expected	Expected	Expected	Below	Expected	Expected	Expected	Expected	Expected

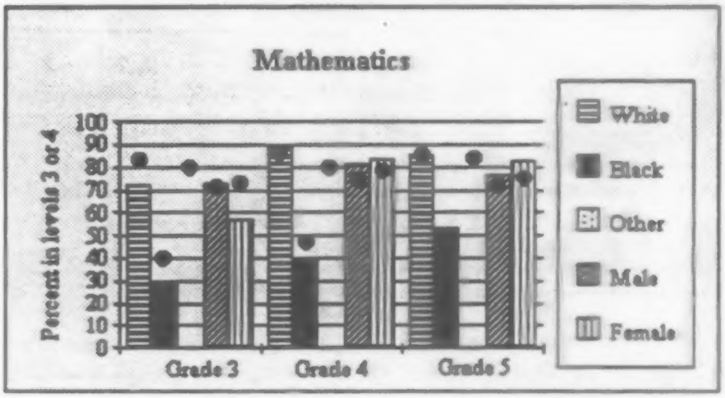
END-0F-GRADE AND WRITING TEST RESULTS

Fuquay-Varina

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

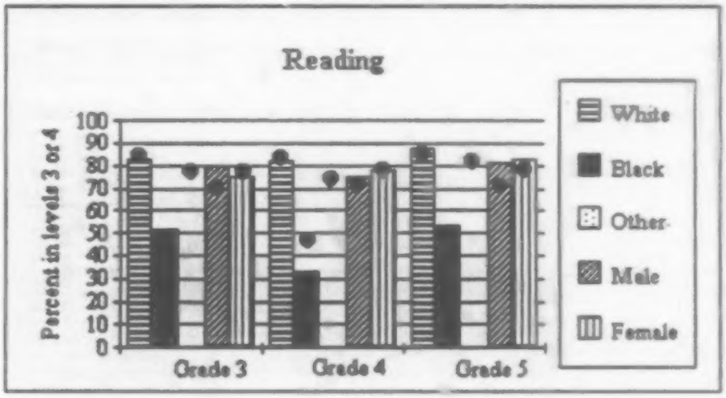
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	65	83	79
Gender			
Males	73	81	77
Females	57	84	83
Race			
Black	30	40	53
White	72	89	85
Other	NA	NA	NA

READING

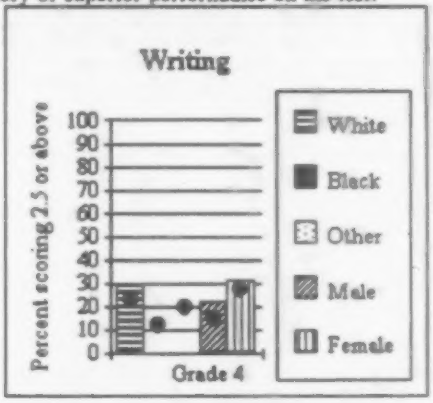
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	77	77	82
Gender			
Males	80	75	81
Females	75	78	83
Race			
Black	52	33	53
White	83	82	88
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	27
Gender	
Males	22
Females	31
Race	
Black	0
White	29
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	94.7	97.7	93.2	91.2	94.2	92.0
My child's school grounds are clean and attractive.	98.5	97.9	99.2	90.4	88.5	85.5
My child's school provides a high quality educational program.	85.3	87.1	82.9	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	84.3	91.2	84.1	82.9	84.2	82.9
My child is academically challenged in all classes.	70.8	77.3	73.4	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	67.6	81.6	73.5	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	92.2	91.0	88.5	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	79.6	84.0	79.6	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	80.3	83.2	75.8	78.4	79.5	80.3
I feel comfortable visiting my child's school.	96.9	95.6	93.6	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	94.9	93.3	95.2	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	66.9	78.4	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	94.9	94.2	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	64 %	72 %	77 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	57.1	34.7	7.5	0.5	0.2
	1992	50.7	41.2	6.7	1.2	0.2
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

440

Green

5307 Six Forks Road

Raleigh 27609

PHONE : 881-1390

NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
▲ Shows Approximate School Location

Principal: Barbara C. David	
Grade Levels Served: K-5	
Original Construction Date:	1958
Most Recent Renovation:	1990
Square Footage Of Building:	47,200
Size Of Property (acres):	15.5
Number Of Permanent Classrooms:	21
Number Of Portable Classrooms:	7

Magnet Program: None

Chapter One Program: Reading Recovery

ESL (English as a Second Language) Services: Yes

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	504	482	533	634	601	610
Avg. DailyAttendance	Not Available	96.6 %	96.0 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	37 %	35 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	49	36	7	45	47	92
1	43	41	8	47	45	92
2	32	22	9	30	33	63
3	46	33	8	44	43	87
4	38	27	7	38	34	72
5	45	28	11	49	35	84
SCEC	3	11	0	12	2	14
Total	256	198	50	265	239	504

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	31
Behav./Emotion. Handicapped	5
Educable Mentally Handicapped	3
Other Handicapping Conditions	13
Academically Gifted	41

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 19.0
EC Teachers: 4.5
Other Teachers: 7.4
Certified Staff: 35.6

ADM Tchr Assts: 13.0
EC Tchr Assts: 2.0
Clerical Staff: 2.7

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	24.9	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	12.0	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	13.8	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	10.7	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Below	Below	Expected	Expected	Expected	Expected	Expected	Expected	Below
4	Expected	Below	Expected	Above	Above	Above	Below	Expected	Expected
5	Below	Expected	Expected	Expected	Expected	Expected	Below	Expected	Expected

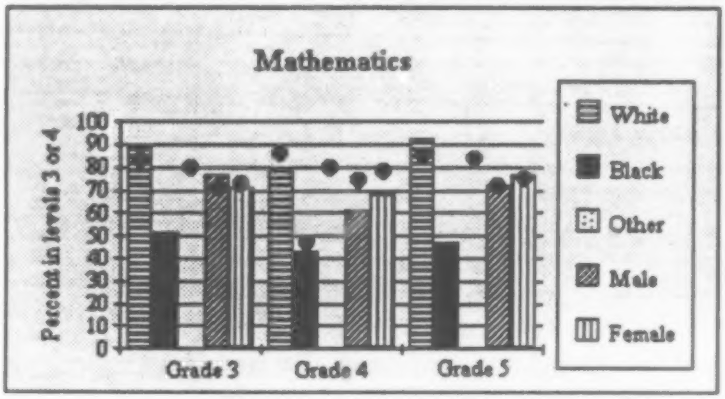
END-0F-GRADE AND WRITING TEST RESULTS

Green

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

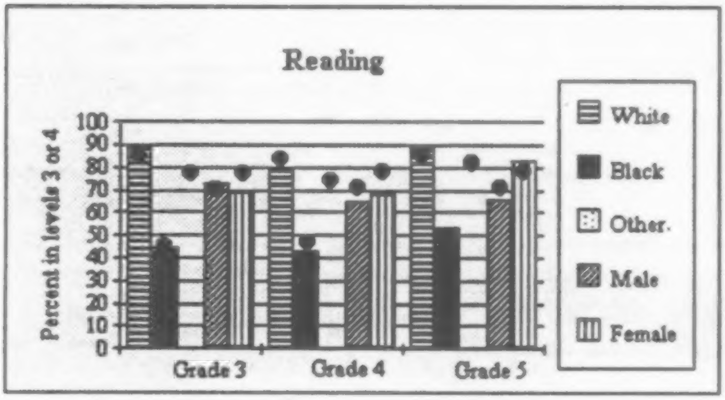
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	75	64	75
Gender			
Males	77	61	72
Females	71	68	77
Race			
Black	52	43	47
White	89	78	92
Other	NA	NA	NA

READING

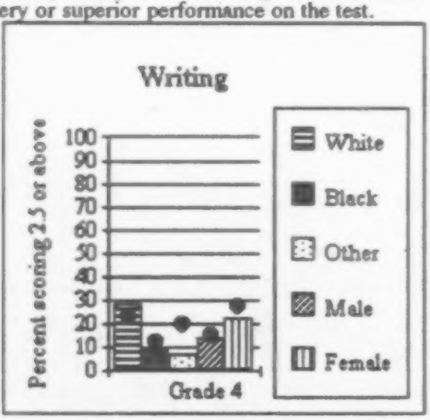
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	71	66	77
Gender			
Males	73	65	66
Females	69	68	83
Race			
Black	45	43	53
White	89	80	90
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	17
Gender	
Males	14
Females	22
Race	
Black	9
White	28
Other	7

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	87.2	93.3	88.2	91.2	94.2	92.0
My child's school grounds are clean and attractive.	87.3	87.2	81.5	90.4	88.5	85.5
My child's school provides a high quality educational program.	74.1	74.9	74.3	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	77.1	82.5	75.9	82.9	84.2	82.9
My child is academically challenged in all classes.	63.4	73.3	69.3	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	65.6	69.1	69.8	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	85.0	85.7	85.8	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	78.2	82.4	73.8	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	77.4	78.0	71.6	78.4	79.5	80.3
I feel comfortable visiting my child's school.	93.7	94.7	91.7	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	87.8	91.7	89.2	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	59.5	71.3	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	92.1	92.3	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	49 %	51 %	73 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	36.1	45.2	16.0	2.3	0.5
	1992	33.7	48.5	16.3	1.5	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

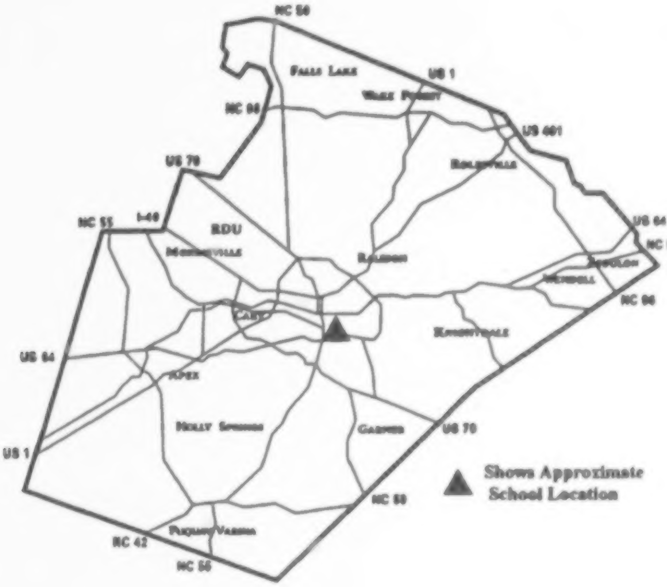
The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

448

Hunter

1018 E. Davie Street
Raleigh 27601
PHONE : 856-7676


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
▲ Shows Approximate School Location

Principal: Lynn W. English	
Grade Levels Served: K-5	
Original Construction Date:	1926
Most Recent Renovation:	1987
Square Footage Of Building:	67,150
Size Of Property (acres):	13.6
Number Of Permanent Classrooms:	37
Number Of Portable Classrooms:	1

Magnet Program: Gifted and Talented

Chapter One Program: Reading Recovery

ESL (English as a Second Language) Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	665	693	680	634	601	610
Avg. DailyAttendance	Not Available	96.3 %	96.0 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	22 %	26 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	53	37	2	50	42	92
1	56	37	7	52	48	100
2	60	51	6	53	64	117
3	72	40	6	60	58	118
4	68	34	3	53	52	105
5	66	41	16	68	55	123
SCEC	2	8	0	9	1	10
Total	377	248	40	345	320	665

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	38
Behav./Emotion. Handicapped	7
Educable Mentally Handicapped	0
Other Handicapping Conditions	28
Academically Gifted	158

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 26.0	EC Teachers: 5.6	Other Teachers: 12.9	Certified Staff: 49.8
ADM Tchr Assts: 17.0	EC Tchr Assts: 2.0	Clerical Staff: 2.7	

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	24.8	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	11.6	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	13.6	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	10.7	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information.

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Below	Expected	Expected	Expected	Expected	Expected	Expected	Expected
4	Expected	Expected	Expected	Above	Expected	Expected	Expected	Expected	Expected
5	Below	Expected	Above	Expected	Expected	Above	Above	Expected	Above

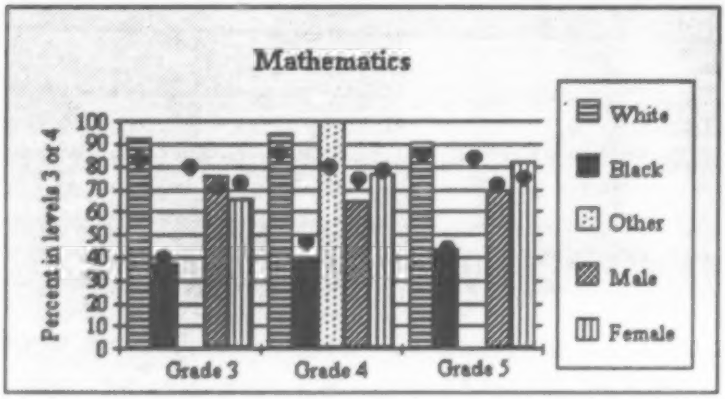
END-0F-GRADE AND WRITING TEST RESULTS

Hunter

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

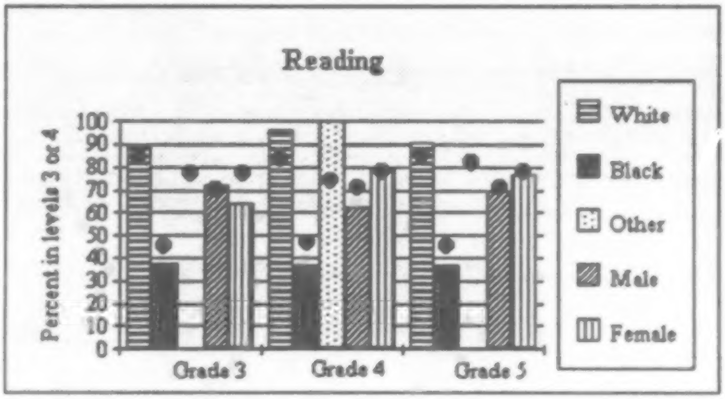
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	71	70	76
Gender			
Males	76	65	70
Females	66	77	82
Race			
Black	38	40	44
White	92	95	91
Other	NA	100	NA

READING

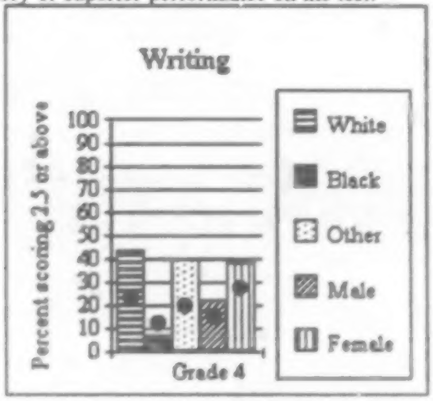
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	68	69	73
Gender			
Males	72	63	70
Females	64	79	77
Race			
Black	38	37	37
White	89	96	91
Other	NA	100	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	28
Gender	
Males	22
Females	38
Race	
Black	7
White	44
Other	40

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	82.3	87.1	86.1	91.2	94.2	92.0
My child's school grounds are clean and attractive.	82.6	82.4	79.8	90.4	88.5	85.5
My child's school provides a high quality educational program.	89.3	91.2	92.2	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	84.8	86.8	85.8	82.9	84.2	82.9
My child is academically challenged in all classes.	73.7	74.0	76.6	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	65.6	69.3	76.3	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	89.9	85.6	87.0	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	81.1	76.5	80.0	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	68.9	76.9	80.2	78.4	79.5	80.3
I feel comfortable visiting my child's school.	96.3	93.1	95.0	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	91.4	95.9	94.1	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	70.5	69.5	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	92.5	92.3	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	57 %	55 %	72 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	53.2	37.1	7.9	1.5	0.3
	1992	43.9	44.4	10.0	1.7	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

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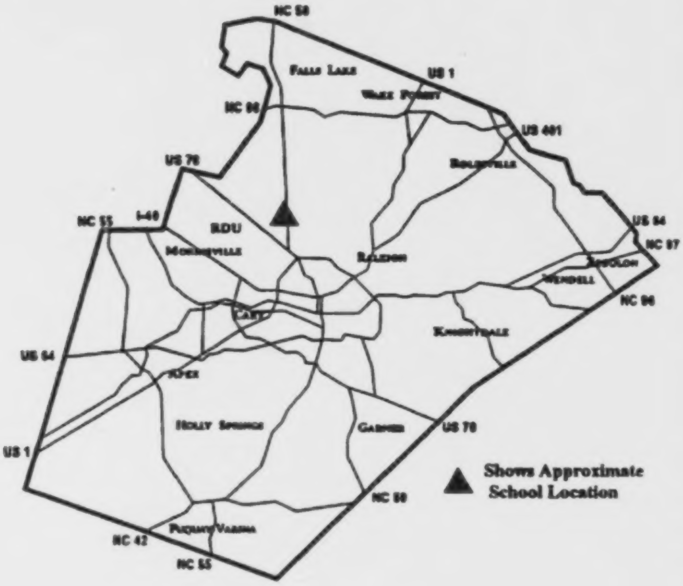
Jeffreys Grove
6119 Creedmoor Road
Raleigh 27612
PHONE : 881-4910


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay Varina
NC 42
NC 55
Shows Approximate School Location

Principal: George E. Cooper

Grade Levels Served: K-5

Original Construction Date:	1951
Most Recent Renovation:	1974
Square Footage Of Building:	41,278
Size Of Property (acres):	11.9
Number Of Permanent Classrooms:	20
Number Of Portable Classrooms:	12

Magnet Program: None

Chapter One Program: None

ESL (English as a Second Language) Services: None

Pre-K Program: For handicapped students

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	645	601	780	634	601	610
Avg. DailyAttendance	Not Available	95.7 %	96.3 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	23 %	16 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	77	38	0	65	50	115
1	68	25	2	49	46	95
2	82	30	1	63	50	113
3	70	21	4	48	47	95
4	72	31	1	60	44	104
5	80	30	0	56	54	110
SCEC	6	7	0	12	1	13
Total	455	182	8	353	292	645

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	62
Behav./Emotion. Handicapped	1
Educable Mentally Handicapped	1
Other Handicapping Conditions	32
Academically Gifted	80

BEST COPY AVAILABLE

1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 25.0 EC Teachers: 7.0 Other Teachers: 4.3 Certified Staff: 41.0

ADM Tchr Assts: 17.0 EC Tchr Assts: 3.0 Clerical Staff: 2.7

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	25.4	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	13.7	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	15.7	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	11.5	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Below
4	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected
5	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected

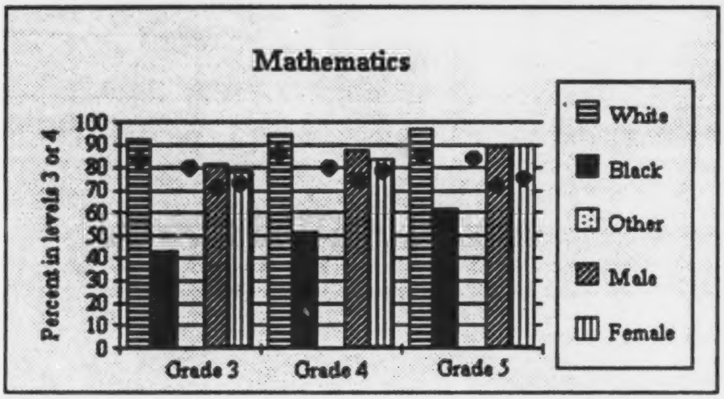
END-0F-GRADE AND WRITING TEST RESULTS

Jeffreys Grove

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

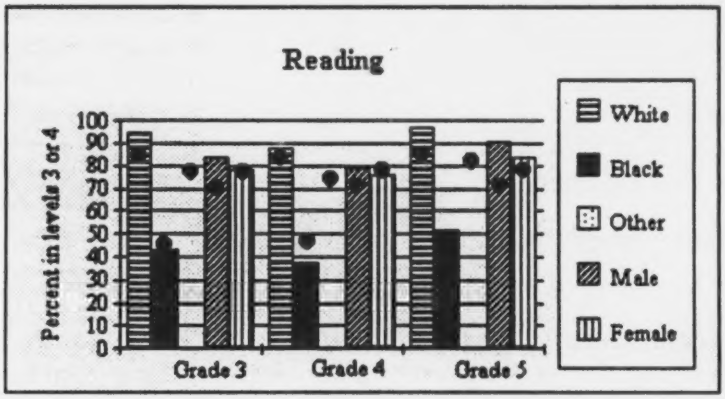
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	75	86	89
Gender Males	81	88	89
Females	78	84	90
Race Black	43	52	62
White	92	95	97
Other	NA	NA	NA

READING

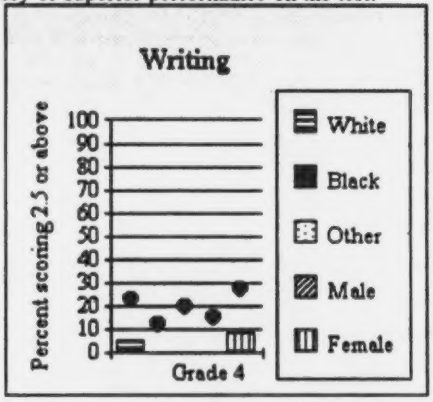
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	76	78	87
Gender Males	84	79	91
Females	78	76	84
Race Black	43	38	52
White	95	88	97
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	4
Gender Males	0
Females	8
Race Black	0
White	5
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	77.6	85.7	85.6	91.2	94.2	92.0
My child's school grounds are clean and attractive.	40.7	49.4	57.6	90.4	88.5	85.5
My child's school provides a high quality educational program.	70.9	76.8	73.8	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	74.4	79.6	76.1	82.9	84.2	82.9
My child is academically challenged in all classes.	61.5	69.3	70.1	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	58.5	67.1	63.9	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	89.4	90.4	88.5	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	79.1	79.2	78.9	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	83.5	84.8	80.2	78.4	79.5	80.3
I feel comfortable visiting my child's school.	96.5	95.8	95.2	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	95.3	96.1	93.3	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	65.4	72.0	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	89.1	91.0	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	60 %	56 %	78 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	28.1	50.5	17.5	2.7	1.2
	1992	27.4	53.0	17.1	2.1	0.3
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

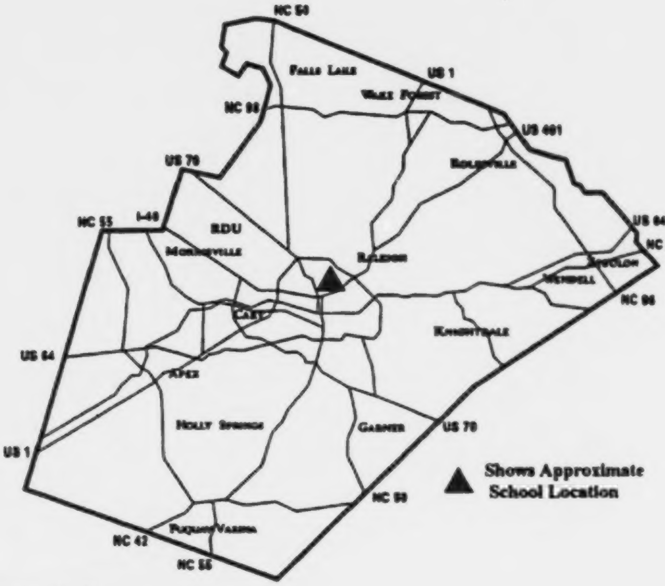
456

Joyner

2300 Noble Road

Raleigh 27608

PHONE : 856-7650


NC 50
FALLS LAKE
US 1
WAKE FOREST
NC 98
US 401
US 70
ROLESVILLE
NC 55
I-40
RDU
MORRISVILLE
RALEIGH
US 64
NC 97
ZEBULON
WENDELL
NC 96
CARY
KNIGHTDALE
APEX
HOLLY SPRINGS
GARNER
US 70
US 1
▲ Shows Approximate School Location
NC 50
FUQUAY-VARINA
NC 42
NC 55

Principal: George L. Risinger

Grade Levels Served: K-5

Original Construction Date:	1955
Most Recent Renovation:	1990
Square Footage Of Building:	48,008
Size Of Property (acres):	13.0
Number Of Permanent Classrooms:	23
Number Of Portable Classrooms:	6

Magnet Program: Extended Day and Language Arts/Communication

Chapter One Program: Reading Recovery

ESL (English as a Second Language) Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	497	426	388	634	601	610
Avg. DailyAttendance	Not Available	96.1 %	96.6 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	25 %	28 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	69	29	3	48	53	101
1	60	26	3	50	39	89
2	48	43	3	48	46	94
3	41	20	1	35	27	62
4	45	28	3	32	44	76
5	35	28	1	32	32	64
SCEC	2	9	0	6	5	11
Total	300	183	14	251	246	497

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	24
Behav./Emotion. Handicapped	1
Educable Mentally Handicapped	0
Other Handicapping Conditions	17
Academically Gifted	41

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 19.0
EC Teachers: 3.9
Other Teachers: 6.6
Certified Staff: 34.3

ADM Tchr Assts: 14.0
EC Tchr Assts: 2.0
Clerical Staff: 2.2

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	25.9	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	12.4	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	15.4	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	11.6	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Expected	Expected	Expected	Expected	Below	Expected	Expected
4	Expected	Expected	Below	Above	Above	Above	Above	Above	Above
5	Above	Above	Expected	Above	Above	Above	Above	Above	Above

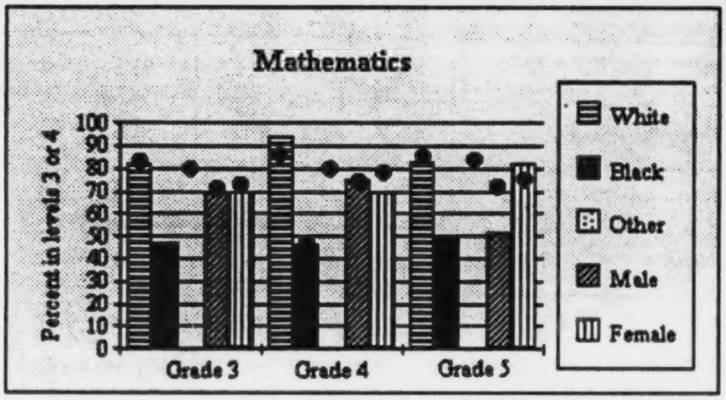
END-0F-GRADE AND WRITING TEST RESULTS

Joyner

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ●'s on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

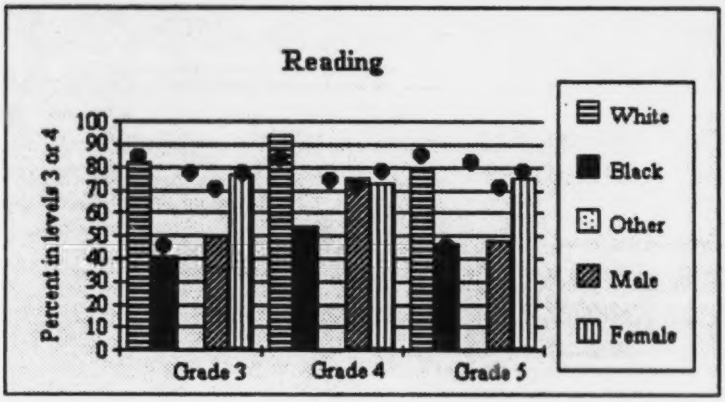
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	70	73	69
Gender Males	69	75	52
Females	70	70	82
Race			
Black	47	46	50
White	82	94	83
Other	NA	NA	NA

READING

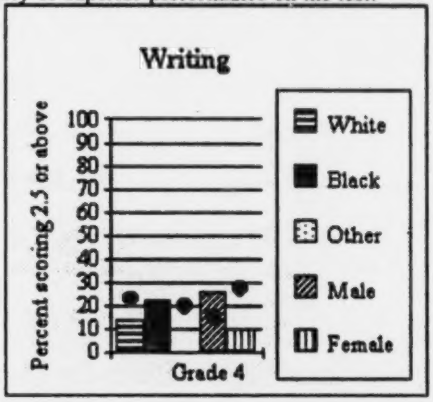
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	67	74	63
Gender Males	50	75	48
Females	77	73	75
Race			
Black	41	54	46
White	82	94	79
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	18
Gender Males	26
Females	10
Race	
Black	22
White	14
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	91.7	94.1	88.6	91.2	94.2	92.0
My child's school grounds are clean and attractive.	89.9	88.8	67.5	90.4	88.5	85.5
My child's school provides a high quality educational program.	75.6	81.5	81.1	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	76.8	78.4	79.5	82.9	84.2	82.9
My child is academically challenged in all classes.	63.9	63.1	70.3	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	70.5	75.1	75.8	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	87.4	79.4	82.7	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	79.3	70.1	78.0	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	81.6	83.7	83.3	78.4	79.5	80.3
I feel comfortable visiting my child's school.	92.6	92.7	93.7	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	93.7	94.1	92.4	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	64.7	73.2	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	89.8	81.3	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	56 %	54 %	68 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	49.0	38.2	9.6	2.8	0.4
	1992	46.0	38.1	13.9	2.0	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

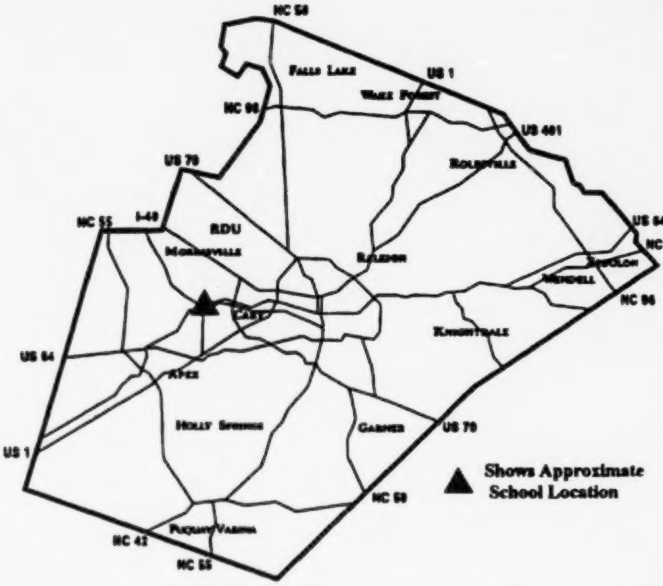
460

Kingswood

519 Ferrell Street

Cary 27513

PHONE : 460-3481


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
Cary
NC 96
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
▲ Shows Approximate School Location

Principal: Sue P. Sisson

Grade Levels Served: K-5

Original Construction Date:	1954
Most Recent Renovation:	1993
Square Footage Of Building:	35,823
Size Of Property (acres):	8.8
Number Of Permanent Classrooms:	12
Number Of Portable Classrooms:	5

Magnet Program: None

Chapter One Program: None

ESL (English as a Second Language) Services: Yes

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	290	295	254	634	601	610
Avg. DailyAttendance	Not Available	96.1 %	96.1 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	24 %	22 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	29	10	5	27	17	44
1	42	15	7	24	40	64
2	34	8	12	29	25	54
3	31	6	9	18	28	46
4	30	9	4	23	20	43
5	26	7	6	17	22	39
SCEC	0	0	0	0	0	0
Total	192	55	43	138	152	290

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	8
Behav./Emotion. Handicapped	1
Educable Mentally Handicapped	0
Other Handicapping Conditions	7
Academically Gifted	34

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 13.0 EC Teachers: 1.8 Other Teachers: 3.7 Certified Staff: 21.8

ADM Tchr Assts: 8.0 EC Tchr Assts: 0.0 Clerical Staff: 2.0

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	22.5	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	11.9	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	15.7	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	12.9	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Above	Above	Expected	Below	Expected	Expected	NA	NA	NA
4	Expected	Expected	Expected	Expected	Below	Below	NA	NA	NA
5	Expected	Above	Below	Expected	Expected	Expected	NA	NA	NA

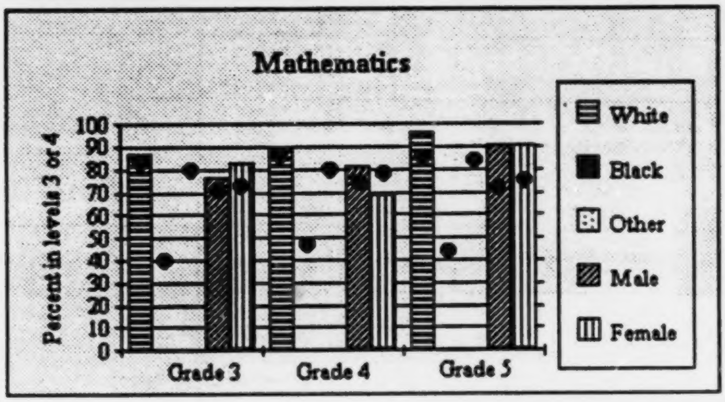
END-0F-GRADE AND WRITING TEST RESULTS

Kingswood

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

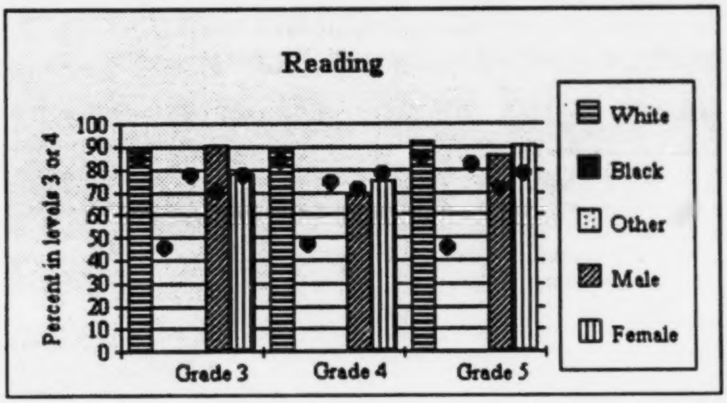
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	80	75	91
Gender			
Males	77	81	91
Females	83	69	91
Race			
Black	NA	NA	N
White	87	90	96
Other	NA	NA	NA

READING

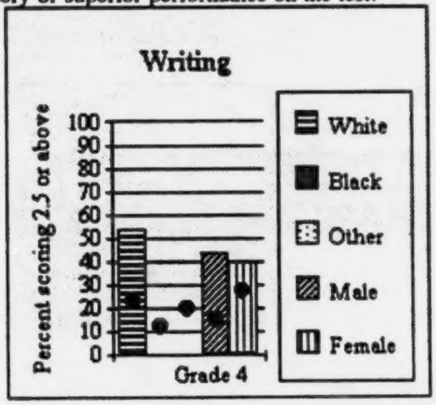
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	84	72	88
Gender			
Males	91	69	86
Females	78	75	91
Race			
Black	NA	NA	N
White	90	90	92
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	41
Gender	
Males	44
Females	40
Race	
Black	NA
White	54
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	91.6	95.9	86.0	91.2	94.2	92.0
My child's school grounds are clean and attractive.	80.9	84.1	69.6	90.4	88.5	85.5
My child's school provides a high quality educational program.	81.7	84.5	72.5	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	84.1	85.1	79.4	82.9	84.2	82.9
My child is academically challenged in all classes.	63.8	72.9	73.4	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	72.3	70.4	67.2	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	89.5	90.6	84.3	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	77.1	73.1	74.2	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	75.5	74.7	69.7	78.4	79.5	80.3
I feel comfortable visiting my child's school.	94.0	91.2	89.4	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	86.3	87.1	85.8	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	69.5	77.6	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	86.7	87.7	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	57 %	63 %	84 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	49.0	40.1	9.5	1.4	0.0
	1992	40.2	46.7	11.8	1.2	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

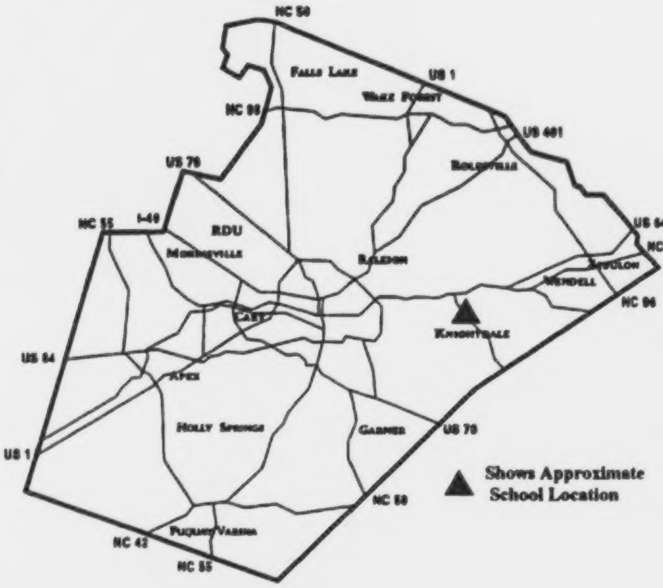
464

Knightdale

109 Ridge Street

Knightdale 27545

PHONE : 266-8540


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay Varina
NC 42
NC 55
Shows Approximate School Location

Principal: Pamela J. Kingery

Grade Levels Served: K-2

Original Construction Date:	1922
Most Recent Renovation:	1981
Square Footage Of Building:	73,753
Size Of Property (acres):	21.5
Number Of Permanent Classrooms:	31
Number Of Portable Classrooms:	1

Magnet Program: None

Chapter One Program: None

ESL (English as a Second Language) Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	616	596	606	634	601	610
Avg. DailyAttendance	Not Available	95.4 %	95.2 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	28 %	27 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	153	42	6	99	102	201
1	153	34	6	94	99	193
2	148	41	8	106	91	197
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	0	0	0	0	0
SCEC	10	14	1	15	10	25
Total	464	131	21	314	302	616

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	21
Behav./Emotion. Handicapped	11
Educable Mentally Handicapped	10
Other Handicapping Conditions	25
Academically Gifted	0

Note: Students are not identified for the AG program until the end of 2nd grade.

BEST COPY AVAILABLE

1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 23.0
EC Teachers: 6.0
Other Teachers: 3.4
Certified Staff: 37.2

ADM Tchr Assts: 23.0
EC Tchr Assts: 5.0
Clerical Staff: 3.2

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	25.8	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	12.0	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	16.5	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	10.2	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3									
4									
5									

NOTE: Knightdale Elementary (grades K-2) is paired with Lockhart Elementary (grades 3-5). Refer to Lockhart's profile to see related Effectiveness Index information.

END-0F-GRADE AND WRITING TEST RESULTS

Knightdale

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ●'s on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.

NOTE: Knightdale Elementary (grades K-2) is paired with Lockhart Elementary (grades 3-5). Refer to Lockhart's profile to see related End-of-Grade Testing information.

Category	Gd. 3	Gd. 4	Gd. 5
Total School			
Gender Males			
Females			
Race Black			
White			
Other			

READING

The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.

Category	Gd. 3	Gd. 4	Gd. 5
Total School			
Gender Males			
Females			
Race Black			
White			
Other			

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.

Category	Gd. 4
Total School	
Gender Males	
Females	
Race Black	
White	
Other	

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	95.6	98.4	97.3	91.2	94.2	92.0
My child's school grounds are clean and attractive.	97.4	98.6	99.8	90.4	88.5	85.5
My child's school provides a high quality educational program.	87.2	93.7	91.4	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	89.0	91.8	91.3	82.9	84.2	82.9
My child is academically challenged in all classes.	76.1	81.7	83.3	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	82.7	88.5	87.0	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	92.2	96.4	95.2	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	85.5	90.4	92.0	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	81.8	94.5	94.5	78.4	79.5	80.3
I feel comfortable visiting my child's school.	98.4	98.9	97.5	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	95.8	96.2	98.2	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	76.3	86.4	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	92.4	92.7	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	67 %	67 %	77 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	67.2	27.7	4.6	0.5	0.0
	1992	67.3	27.5	4.7	0.5	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

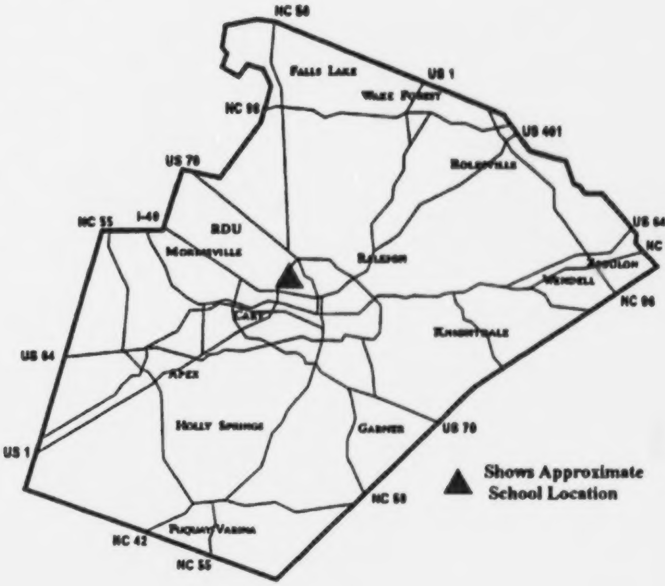
The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

468

Lacy

1820 Ridge Road
Raleigh 27607
PHONE : 881-4920


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
NC 42
Fuquay Varina
NC 55
▲ Shows Approximate School Location

Principal: Michael W. Talley
Grade Levels Served: K-5

Original Construction Date:	1953
Most Recent Renovation:	1987
Square Footage Of Building:	50,944
Size Of Property (acres):	12.0
Number Of Permanent Classrooms:	23
Number Of Portable Classrooms:	11

Magnet Program: None
Chapter One Program: Reading Recovery
ESL (English as a Second Language) Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	688	696	691	634	601	610
Avg. DailyAttendance	Not Available	95.5 %	95.8 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	29 %	28 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	70	50	2	61	61	122
1	73	47	4	57	67	124
2	78	33	3	50	64	114
3	81	27	1	51	58	109
4	70	23	2	41	54	95
5	89	17	1	50	57	107
SCEC	2	15	0	12	5	17
Total	463	212	13	322	366	688

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	57
Behav./Emotion. Handicapped	9
Educable Mentally Handicapped	1
Other Handicapping Conditions	19
Academically Gifted	130

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 27.0
EC Teachers: 6.8
Other Teachers: 7.0
Certified Staff: 45.6

ADM Tchr Assts: 19.0
EC Tchr Assts: 3.0
Clerical Staff: 2.9

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	24.8	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	12.6	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	16.2	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	11.7	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Above	Above	Above	Above	Above	Above	Above	Above
4	Above	Expected	Expected	Above	Expected	Expected	Above	Expected	Above
5	Expected	Expected	Expected	Expected	Above	Expected	Expected	Above	Above

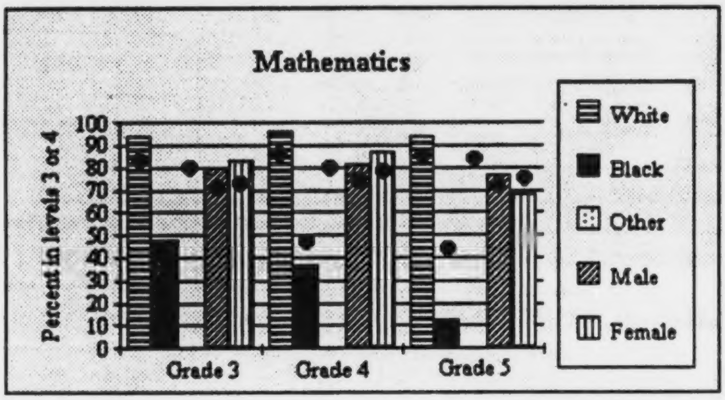
END-0F-GRADE AND WRITING TEST RESULTS

Lacy

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

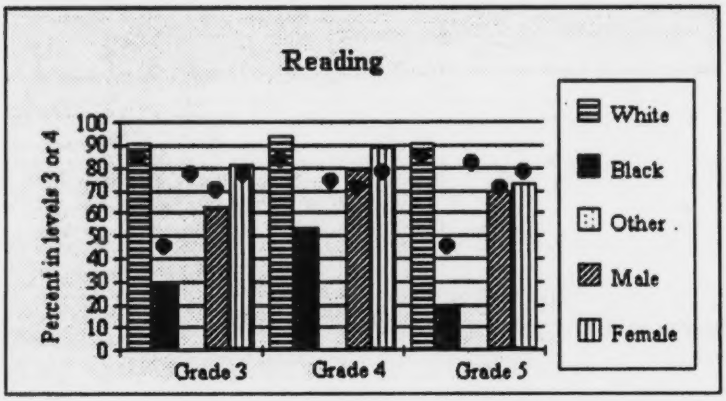
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	82	85	72
Gender			
Males	80	81	77
Females	83	87	68
Race			
Black	48	37	13
White	94	96	94
Other	NA	NA	NA

READING

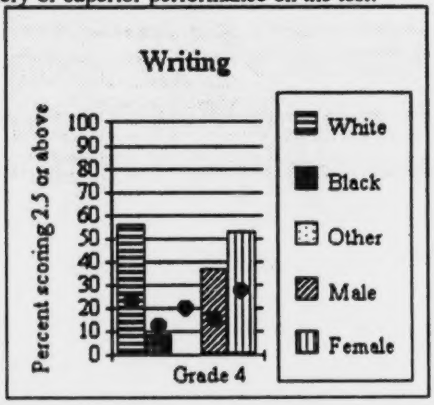
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	73	85	72
Gender			
Males	63	79	70
Females	81	89	73
Race			
Black	29	53	19
White	91	94	91
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	46
Gender	
Males	37
Females	53
Race	
Black	8
White	56
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	94.6	98.1	97.3	91.2	94.2	92.0
My child's school grounds are clean and attractive.	94.1	97.0	97.3	90.4	88.5	85.5
My child's school provides a high quality educational program.	87.2	91.3	89.8	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	88.7	89.0	89.4	82.9	84.2	82.9
My child is academically challenged in all classes.	65.0	73.4	77.7	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	67.6	74.9	77.7	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	93.4	90.5	93.7	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	87.7	86.1	92.2	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	89.5	91.0	92.4	78.4	79.5	80.3
I feel comfortable visiting my child's school.	96.3	96.5	97.6	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	96.3	96.5	97.8	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	73.5	77.9	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	96.0	93.5	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	58 %	63 %	63 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	62.7	30.9	4.9	1.4	0.0
	1992	55.6	39.8	3.3	0.8	0.5
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

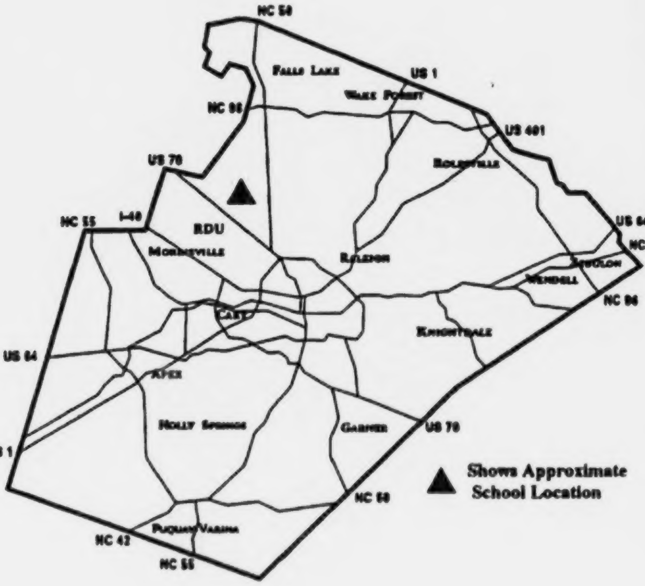
The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

469

Leesville Road

8401 Leesville Road
Raleigh 27613
PHONE : 870-4200


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay Varina
NC 42
NC 55
▲ Shows Approximate School Location

Principal:	Edward P. Gainor
Grade Levels Served:	K-5
Original Construction Date:	1991
Most Recent Renovation:	1991
Square Footage Of Building:	58,938
Size Of Property (acres):	25.0
Number Of Permanent Classrooms:	35
Number Of Portable Classrooms:	0
Magnet Program:	None
Chapter One Program:	None
ESL (English as a Second Language) Services:	None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	744	569		634	601	610
Avg. DailyAttendance	Not Available	96.4 %	0.0 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	17 %	13 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	91	38	5	68	66	134
1	91	26	0	60	57	117
2	97	34	2	66	67	133
3	88	22	9	52	67	119
4	86	19	3	44	64	108
5	85	13	3	56	45	101
SCEC	16	13	3	26	6	32
Total	554	165	25	372	372	744

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	28
Behav./Emotion. Handicapped	0
Educable Mentally Handicapped	2
Other Handicapping Conditions	69
Academically Gifted	124

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 28.0
EC Teachers: 6.8
Other Teachers: 4.8
Certified Staff: 44.4

ADM Tchr Assts: 20.0
EC Tchr Assts: 4.0
Clerical Staff: 2.4

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	25.5	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	13.5	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	15.4	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	10.7	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3									
4									
5									

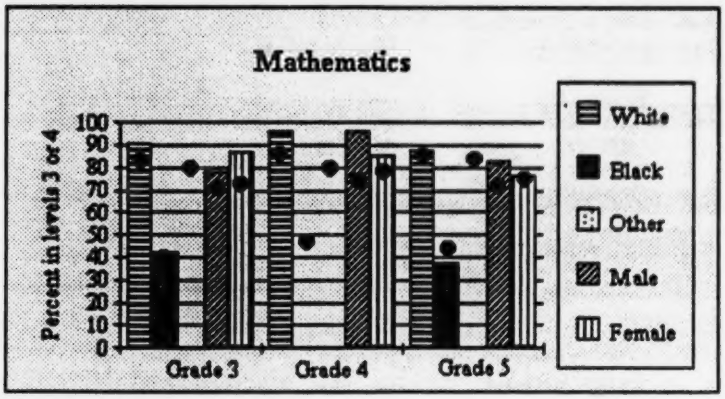
END-0F-GRADE AND WRITING TEST RESULTS

Leesville Road

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

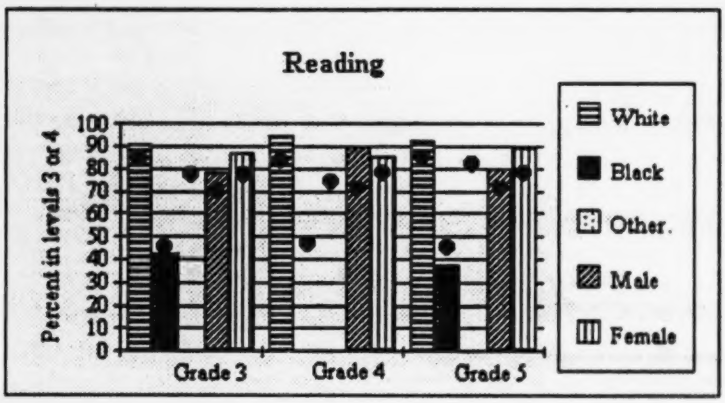
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	83	91	81
Gender			
Males	78	96	83
Females	87	85	77
Race			
Black	42	NA	38
White	91	96	88
Other	NA	NA	NA

READING

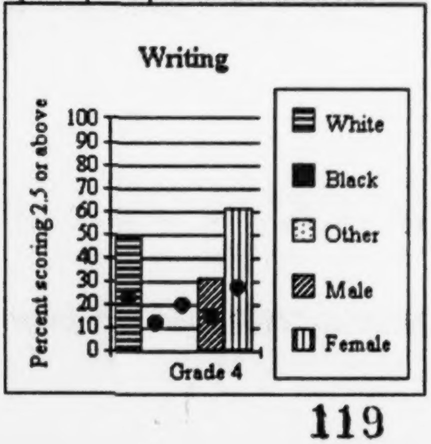
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	83	88	84
Gender			
Males	78	90	80
Females	87	85	89
Race			
Black	42	NA	38
White	91	95	92
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	45
Gender	
Males	31
Females	61
Race	
Black	NA
White	49
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	90.4	94.9	NA	91.2	94.2	92.0
My child's school grounds are clean and attractive.	94.9	96.3	NA	90.4	88.5	85.5
My child's school provides a high quality educational program.	86.5	88.4	NA	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	87.4	89.4	NA	82.9	84.2	82.9
My child is academically challenged in all classes.	73.3	78.4	NA	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	73.0	80.5	NA	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	90.0	90.6	NA	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	82.5	82.9	NA	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	89.5	87.3	NA	78.4	79.5	80.3
I feel comfortable visiting my child's school.	96.1	97.2	NA	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	95.3	96.0	NA	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	70.1	78.8	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	94.1	93.5	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	70 %	72 %		60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	65.1	28.5	5.7	0.4	0.2
	1992	64.9	31.1	4.0	0.0	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

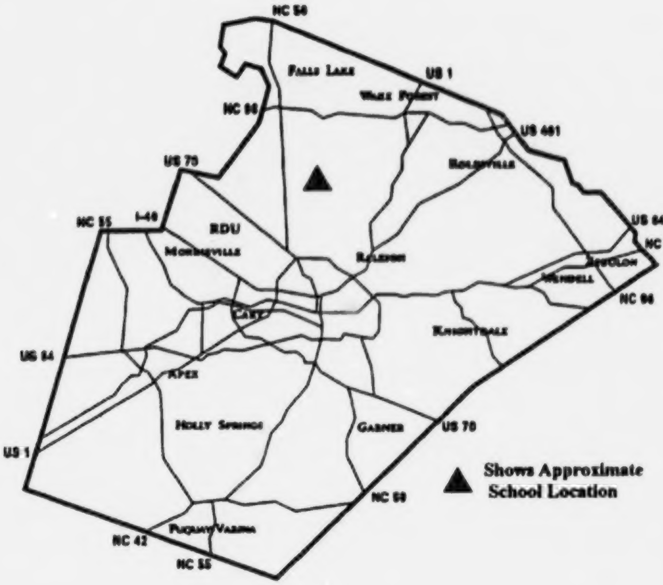
470

Lead Mine

8301 Old Leadmine Road

Raleigh 27615

PHONE : 870-4120


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
▲ Shows Approximate School Location

Principal:	Michael Jordan
Grade Levels Served:	K-5
Original Construction Date:	1990
Most Recent Renovation:	1990
Square Footage Of Building:	69,805
Size Of Property (acres):	20.0
Number Of Permanent Classrooms:	35
Number Of Portable Classrooms:	3
Magnet Program:	None
Chapter One Program:	None
ESL (English as a Second Language) Services:	None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	737	690	718	634	601	610
Avg. DailyAttendance	Not Available	96.3 %	95.9 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	13 %	15 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	93	20	6	51	68	119
1	92	27	4	59	64	123
2	88	25	4	62	55	117
3	103	21	7	73	58	131
4	107	16	2	62	63	125
5	79	22	5	47	59	106
SCEC	8	8	0	9	7	16
Total	570	139	28	363	374	737

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	25
Behav./Emotion. Handicapped	3
Educable Mentally Handicapped	9
Other Handicapping Conditions	28
Academically Gifted	125

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 29.0
EC Teachers: 6.7
Other Teachers: 4.8
Certified Staff: 45.3
ADM Tchr Assts: 19.0
EC Tchr Assts: 5.0
Clerical Staff: 3.0

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	24.9	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	13.7	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	16.3	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	11.4	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Expected	Above	Above	Expected	Expected	Expected	Expected
4	Above	Expected	Above	Expected	Expected	Expected	Below	Expected	Expected
5	Above	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Below

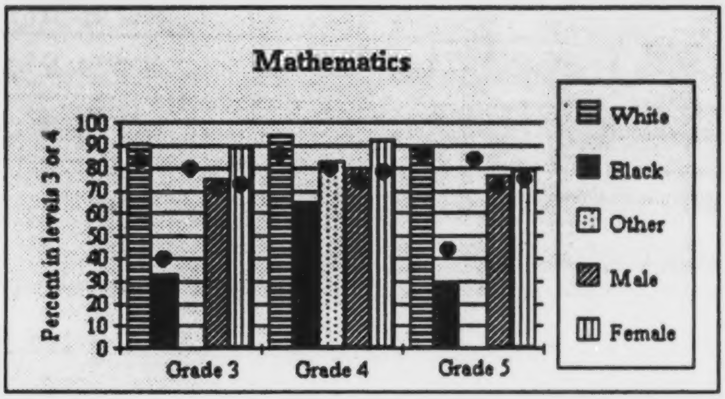
END-0F-GRADE AND WRITING TEST RESULTS

Lead Mine

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

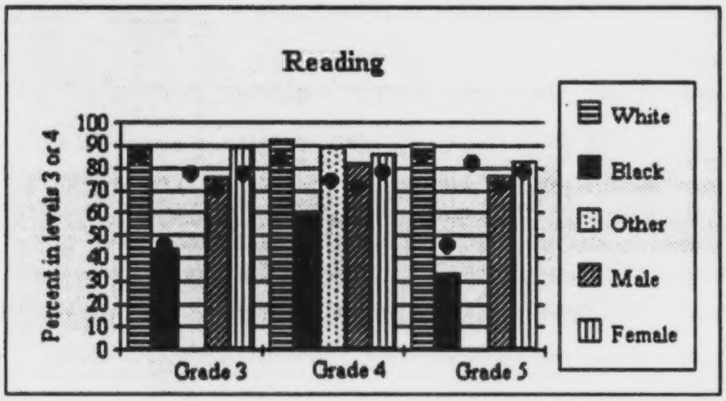
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	82	86	78
Gender			
Males	75	80	77
Females	89	92	79
Race			
Black	33	65	28
White	91	95	90
Other	NA	83	NA

READING

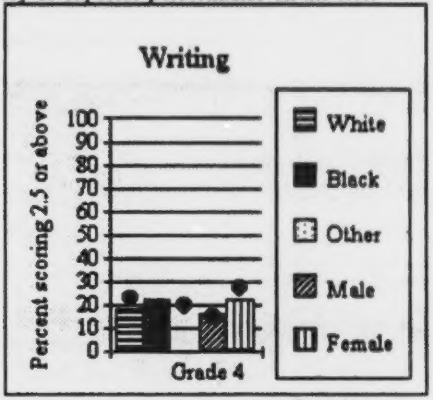
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	83	84	80
Gender			
Males	76	82	77
Females	89	86	83
Race			
Black	44	59	33
White	90	92	91
Other	NA	89	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	19
Gender	
Males	16
Females	22
Race	
Black	22
White	18
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.

This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	96.0	97.1	96.3	91.2	94.2	92.0
My child's school grounds are clean and attractive.	95.5	94.8	95.0	90.4	88.5	85.5
My child's school provides a high quality educational program.	92.1	86.7	90.1	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	90.3	87.0	88.1	82.9	84.2	82.9
My child is academically challenged in all classes.	72.6	75.7	77.9	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	69.2	73.2	76.0	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	94.0	92.6	89.1	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	84.7	83.3	84.1	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	89.7	85.9	88.5	78.4	79.5	80.3
I feel comfortable visiting my child's school.	97.7	98.8	96.7	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	98.3	96.8	96.0	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	72.2	78.8	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	88.9	91.1	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	53 %	66 %	78 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	68.2	27.5	3.7	0.3	0.3
	1992	59.0	33.7	6.8	0.5	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

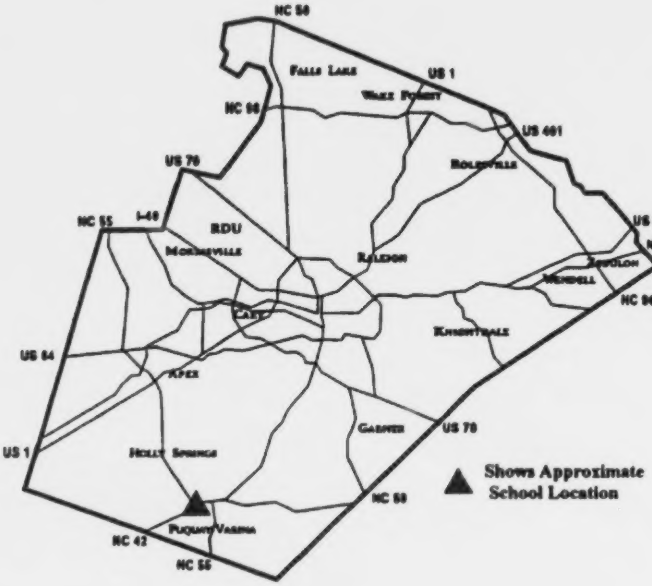
The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

476

Lincoln Heights

307 Bridge Street
Fuquay-Varina 27526
PHONE : 557-2587


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Garner
US 70
US 1
Holly Springs
NC 50
Fuquay-Varina
NC 42
NC 55
Shows Approximate School Location

Principal: Margaret E. Ronco	
Grade Levels Served: K-5	
Original Construction Date:	1961
Most Recent Renovation:	1975
Square Footage Of Building:	38,304
Size Of Property (acres):	11.1
Number Of Permanent Classrooms:	22
Number Of Portable Classrooms:	16

Magnet Program: Gifted and Talented
Chapter One Program: HOTS & Reading Recovery
ESL (English as a Second Language) Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	654	558	674	634	601	610
Avg. Daily Attendance	Not Available	95.6 %	95.7 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	35 %	35 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	72	43	1	64	52	116
1	68	39	0	55	52	107
2	61	34	1	50	46	96
3	72	44	2	58	60	118
4	74	31	1	47	59	106
5	70	25	0	55	40	95
SCEC	4	12	0	12	4	16
Total	421	228	5	341	313	654

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	41
Behav./Emotion. Handicapped	3
Educable Mentally Handicapped	2
Other Handicapping Conditions	33
Academically Gifted	52

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 26.0
EC Teachers: 5.3
Other Teachers: 11.3
Certified Staff: 47.4

ADM Tchr Assts: 19.0
EC Tchr Assts: 2.0
Clerical Staff: 3.0

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	24.6	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	11.3	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	14.1	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	10.5	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Expected	Expected	Expected	Expected	Below	Below	Below
4	Above	Expected	Expected	Expected	Below	Expected	Expected	Below	Below
5	Below	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected

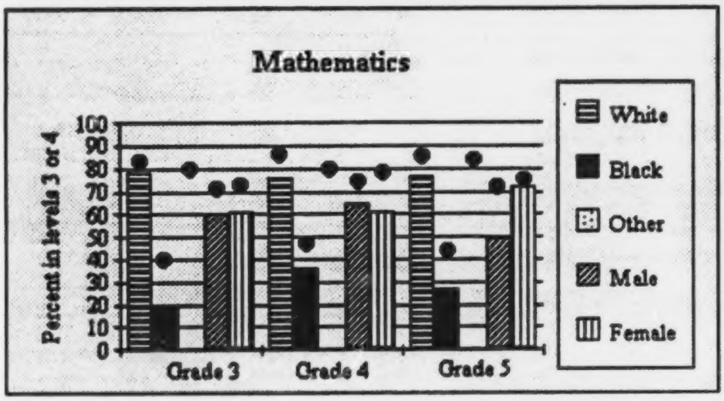
END-0F-GRADE AND WRITING TEST RESULTS

Lincoln Heights

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

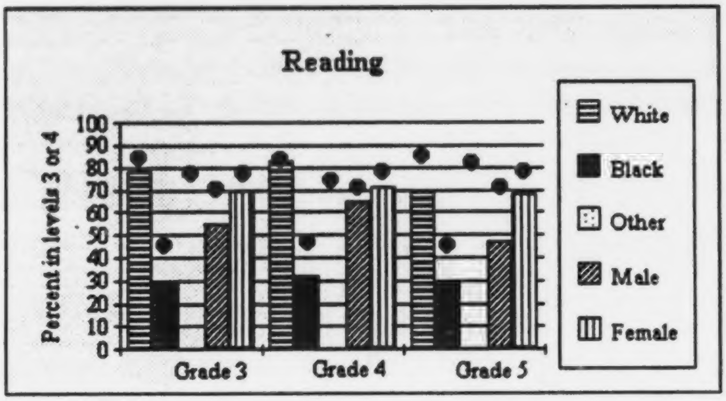
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	61	63	61
Gender Males	60	65	49
Females	61	61	72
Race			
Black	20	36	27
White	78	76	77
Other	NA	NA	NA

READING

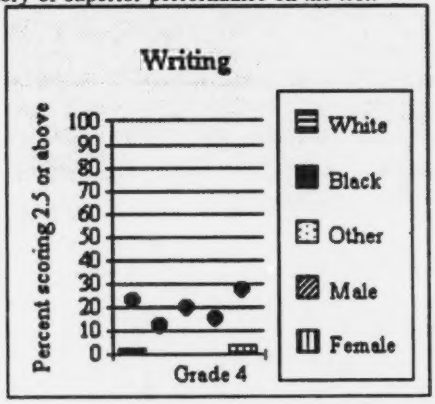
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	63	66	58
Gender Males	55	65	47
Females	70	71	68
Race			
Black	30	32	30
White	78	83	70
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	1
Gender Males	0
Females	4
Race	
Black	0
White	2
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.

This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	83.7	91.4	90.5	91.2	94.2	92.0
My child's school grounds are clean and attractive.	78.9	82.4	83.0	90.4	88.5	85.5
My child's school provides a high quality educational program.	82.6	86.8	83.7	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	82.6	82.8	82.8	82.9	84.2	82.9
My child is academically challenged in all classes.	67.7	67.6	70.8	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	74.1	71.5	80.0	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	89.4	87.1	82.9	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	78.4	75.8	81.7	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	71.2	74.9	83.6	78.4	79.5	80.3
I feel comfortable visiting my child's school.	95.5	93.0	96.8	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	88.7	91.7	93.9	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	68.2	77.2	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	91.2	90.6	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	63 %	54 %	78 %	60%	61%	75%

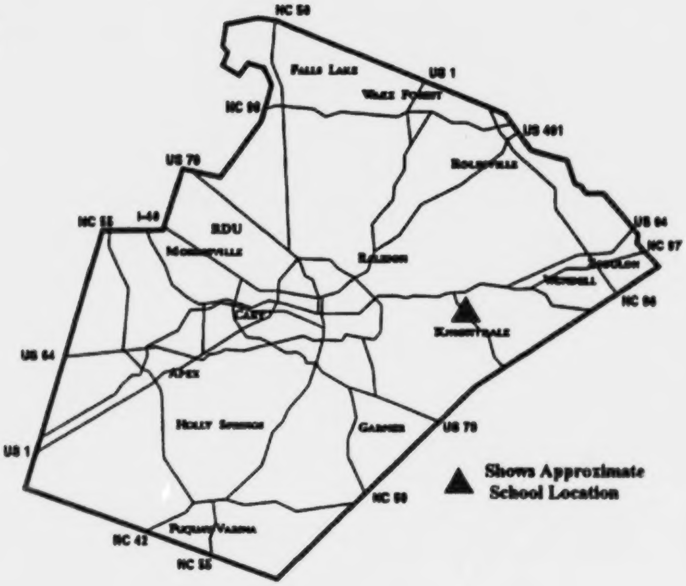
This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	42.5	43.9	11.7	1.4	0.6
	1992	34.6	47.2	14.6	3.1	0.4
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

480
Lockhart
Smithfield Road
Knightdale 27545
PHONE : 266-8525


NC 50
FALLS LAKE
US 1
WAKE FOREST
NC 98
US 401
US 70
ROLESVILLE
NC 55
I-40
RDU
MORRISVILLE
RALEIGH
US 64
NC 97
ZEBULON
WENDELL
NC 96
CARY
KNIGHTDALE
US 64
APEX
HOLLY SPRINGS
GARNER
US 70
US 1
NC 50
NC 42
FUQUAY-VARINA
NC 55
▲ Shows Approximate School Location

Principal: Mary Alice Wiggs

Grade Levels Served: 3-5

Original Construction Date:	1949
Most Recent Renovation:	1993
Square Footage Of Building:	68,652
Size Of Property (acres):	12.9
Number Of Permanent Classrooms:	25
Number Of Portable Classrooms:	4

Magnet Program: None

Chapter One Program: HOTS & Modified Paired Language Arts

ESL (English as a Second Language) Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	536	548	487	634	601	610
Avg. DailyAttendance	Not Available	96.5 %	95.9 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	29 %	22 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	0	0	0	0	0	0
1	0	0	0	0	0	0
2	0	0	0	0	0	0
3	126	32	5	82	81	163
4	142	38	5	81	104	185
5	119	36	3	75	83	158
SCEC	19	10	1	26	4	30
Total	406	116	14	264	272	536

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	55
Behav./Emotion. Handicapped	12
Educable Mentally Handicapped	12
Other Handicapping Conditions	14
Academically Gifted	55

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1993-94 ELEMENTARY SCHOOL PROFILE

480
Page 2

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 20.0
EC Teachers: 6.4
Other Teachers: 6.4
Certified Staff: 37.0

ADM Tchr Assts: 7.0
EC Tchr Assts: 5.0
Clerical Staff: 3.2

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	25.3	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	15.1	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	15.6	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	12.9	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected
4	Expected	Below	Expected	Expected	Expected	Expected	Expected	Expected	Expected
5	Below	Expected	Below	Expected	Expected	Expected	Expected	Expected	Expected

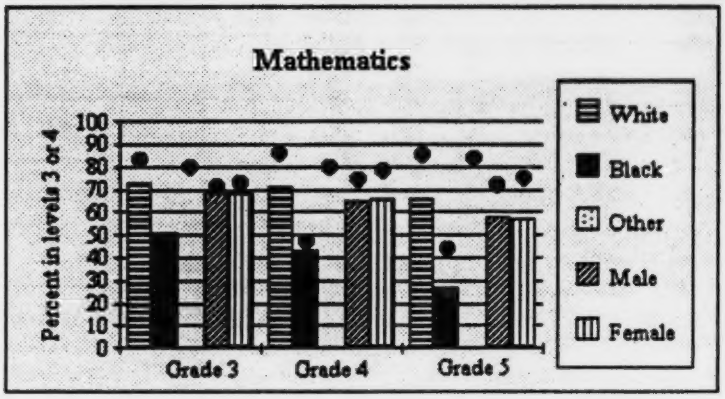
END-0F-GRADE AND WRITING TEST RESULTS

Lockhart

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

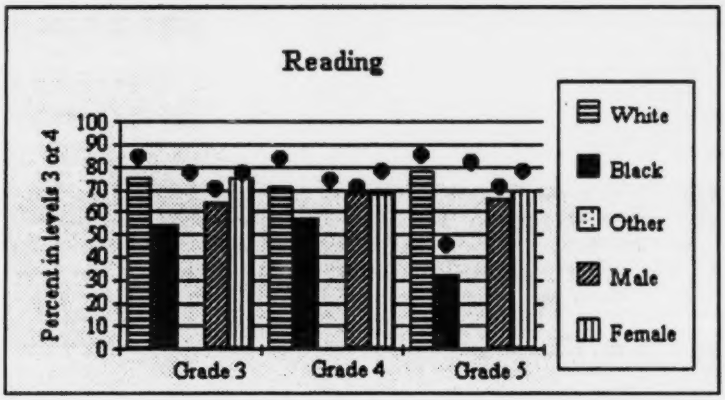
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	68	65	58
Gender			
Males	68	65	58
Females	68	66	57
Race			
Black	51	43	27
White	73	71	66
Other	NA	NA	NA

READING

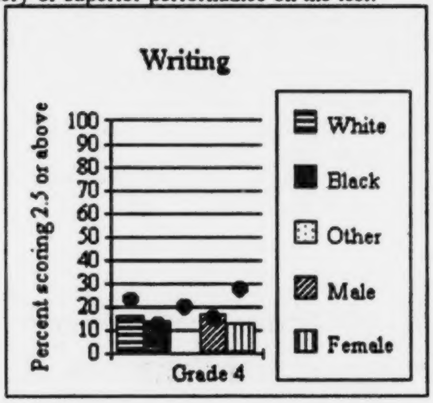
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	70	68	68
Gender			
Males	64	68	66
Females	75	68	70
Race			
Black	54	57	32
White	75	71	78
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	15
Gender	
Males	17
Females	13
Race	
Black	14
White	16
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	89.6	95.5	92.1	91.2	94.2	92.0
My child's school grounds are clean and attractive.	73.2	77.3	77.8	90.4	88.5	85.5
My child's school provides a high quality educational program.	77.8	78.1	78.1	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	79.1	84.2	82.0	82.9	84.2	82.9
My child is academically challenged in all classes.	68.5	76.6	79.4	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	68.3	79.3	76.6	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	89.5	86.7	85.7	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	72.7	73.5	77.8	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	66.5	76.6	76.9	78.4	79.5	80.3
I feel comfortable visiting my child's school.	89.2	89.2	90.4	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	89.9	86.7	86.9	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	64.8	74.3	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	90.5	90.7	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	63 %	46 %	77 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	31.6	50.3	14.6	2.8	0.6
	1992	27.9	51.1	18.7	2.3	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

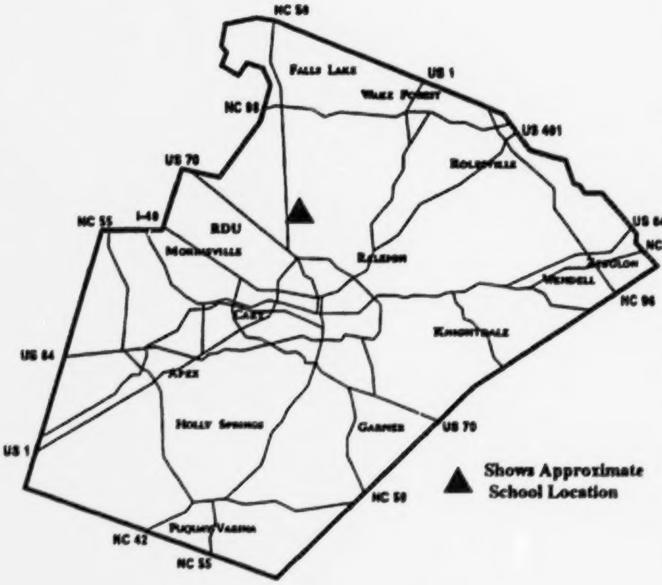
488

Lynn Road

1601 Lynn Road

Raleigh 27612

PHONE : 870-4074


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
Shows Approximate School Location

Principal: Carolyn Bond Morrison (Dr.)

Grade Levels Served: K-5

Original Construction Date:	1976
Most Recent Renovation:	1990
Square Footage Of Building:	98,082
Size Of Property (acres):	20.3
Number Of Permanent Classrooms:	31
Number Of Portable Classrooms:	1

Magnet Program: None

Chapter One Program: None

ESL (English as a Second Language) Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	646	643	843	634	601	610
Avg. DailyAttendance	Not Available	95.9 %	96.3 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	20 %	20 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	64	32	3	50	49	99
1	66	23	1	40	50	90
2	72	17	3	45	47	92
3	72	25	3	53	47	100
4	84	34	2	61	59	120
5	82	31	1	49	65	114
SCEC	19	11	1	25	6	31
Total	459	173	14	323	323	646

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	36
Behav./Emotion. Handicapped	5
Educable Mentally Handicapped	18
Other Handicapping Conditions	30
Academically Gifted	99

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 24.0	EC Teachers: 6.7	Other Teachers: 6.0	Certified Staff: 41.5
ADM Tchr Assts: 15.0	EC Tchr Assts: 5.5	Clerical Staff: 3.7	

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	25.5	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	13.6	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	15.8	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	11.5	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Above	Expected	Expected	Expected	Below	Expected	Expected
4	Expected	Expected	Expected	Expected	Above	Expected	Expected	Expected	Expected
5	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Below	Expected

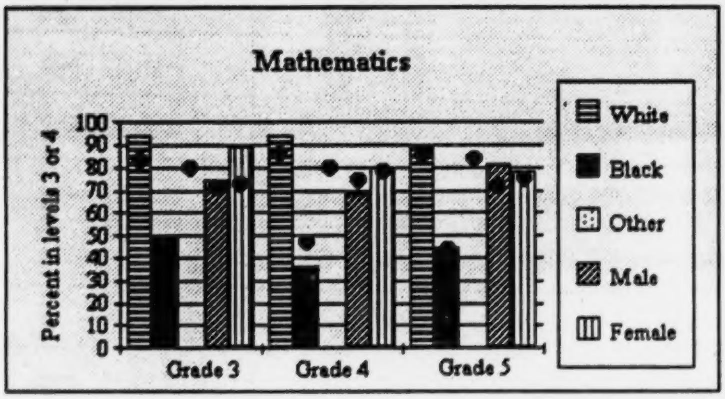
END-0F-GRADE AND WRITING TEST RESULTS

Lynn Road

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

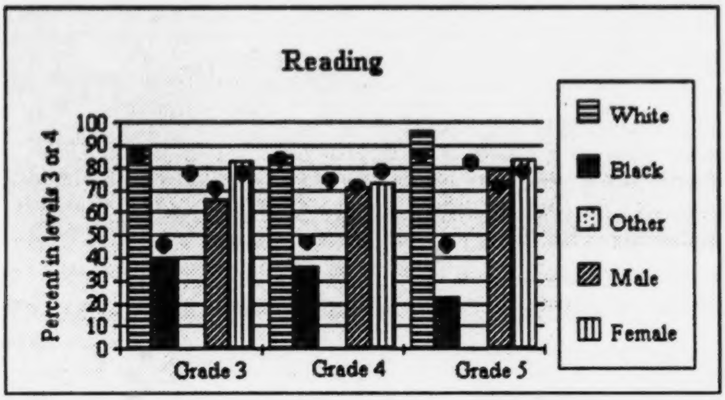
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	81	76	79
Gender			
Males	74	68	81
Females	89	80	78
Race			
Black	50	36	45
White	94	94	89
Other	NA	NA	NA

READING

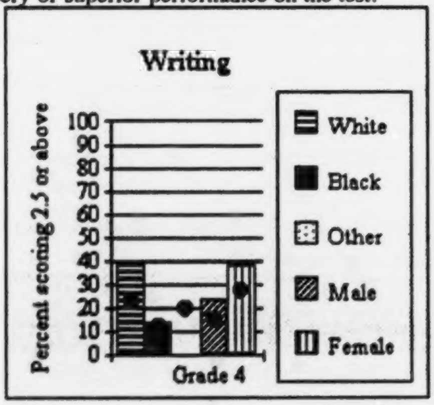
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	75	73	81
Gender			
Males	66	71	79
Females	83	73	84
Race			
Black	40	36	23
White	89	85	96
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	31
Gender	
Males	24
Females	38
Race	
Black	14
White	40
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	94.2	95.9	96.7	91.2	94.2	92.0
My child's school grounds are clean and attractive.	96.5	95.1	96.9	90.4	88.5	85.5
My child's school provides a high quality educational program.	83.6	79.8	86.2	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	76.8	78.5	83.2	82.9	84.2	82.9
My child is academically challenged in all classes.	64.0	64.2	72.3	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	64.0	71.3	73.3	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	90.1	88.5	91.6	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	74.0	75.5	78.3	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	74.1	76.4	83.1	78.4	79.5	80.3
I feel comfortable visiting my child's school.	95.3	96.2	97.1	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	95.6	93.6	97.2	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	69.4	73.0	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	91.5	87.7	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	57 %	74 %	75 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	55.9	32.8	10.7	0.6	0.0
	1992	42.4	47.1	8.1	1.6	0.8
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

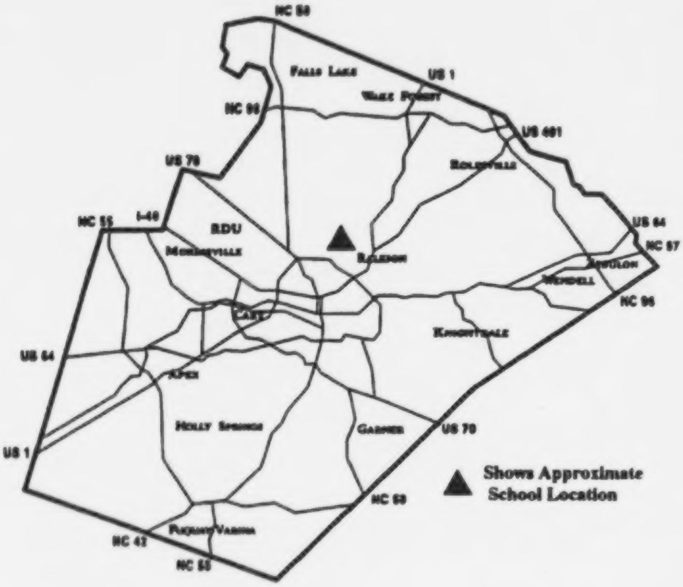
The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

496

Millbrook

1520 E. Millbrook Road
Raleigh 27609
PHONE : 850-8700


NC 50
Falls Lake
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Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
▲ Shows Approximate School Location

Principal: Maurice W. Boswell	
Grade Levels Served: K-5	
Original Construction Date:	1953
Most Recent Renovation:	1991
Square Footage Of Building:	94,319
Size Of Property (acres):	15.4
Number Of Permanent Classrooms:	43
Number Of Portable Classrooms:	1

Magnet Program: None

Chapter One Program: Reading Recovery

ESL (English as a Second Language) Services: None

Pre-K Program: For handicapped students

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	791	753	797	634	601	610
Avg. DailyAttendance	Not Available	96.1 %	95.5 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	28 %	29 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	85	38	6	68	61	129
1	80	44	4	70	58	128
2	91	48	2	71	70	141
3	66	43	6	62	53	115
4	92	37	3	77	55	132
5	77	37	1	51	64	115
SCEC	10	20	1	26	5	31
Total	501	267	23	425	366	791

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	51
Behav./Emotion. Handicapped	6
Educable Mentally Handicapped	1
Other Handicapping Conditions	62
Academically Gifted	49

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 29.0   EC Teachers: 10.6   Other Teachers: 9.2   Certified Staff: 54.5

ADM Tchr Assts: 20.0   EC Tchr Assts: 7.0   Clerical Staff: 3.9

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	25.6	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	12.8	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	13.6	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	9.8	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Expected	Expected	Expected	Below	Expected	Expected	Expected
4	Expected	Expected	Expected	Below	Expected	Expected	Below	Expected	Expected
5	Expected	Expected	Expected	Expected	Expected	Expected	Below	Expected	Expected

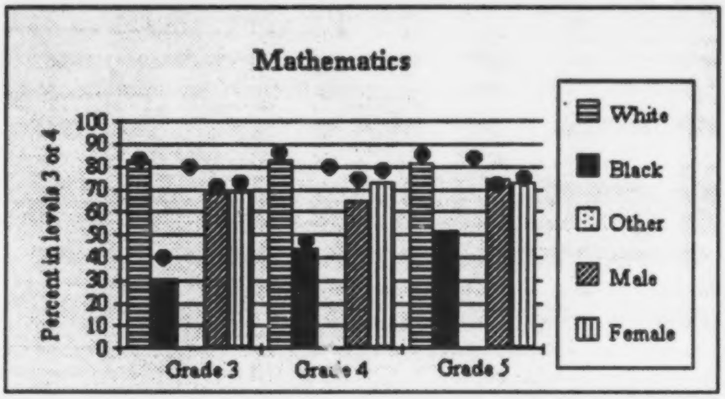
END-0F-GRADE AND WRITING TEST RESULTS

Millbrook

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

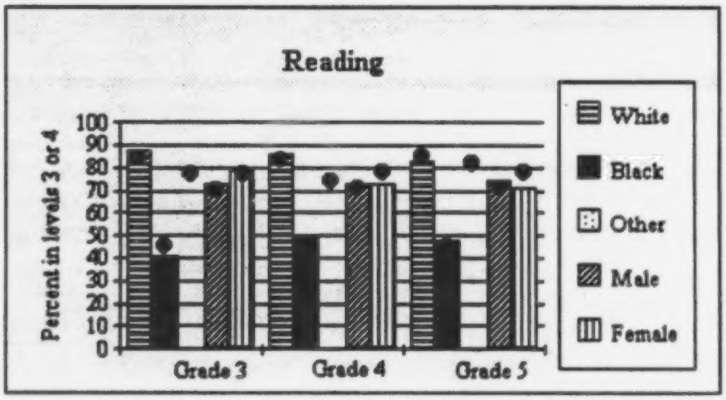
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	69	69	72
Gender			
Males	68	65	74
Females	69	73	73
Race			
Black	31	44	52
White	83	83	81
Other	NA	NA	NA

READING

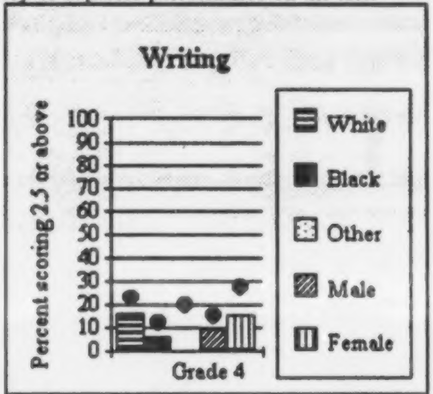
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	75	73	72
Gender			
Males	73	73	74
Females	79	73	71
Race			
Black	41	50	48
White	88	86	83
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	12
Gender	
Males	9
Females	15
Race	
Black	6
White	16
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	88.7	94.5	91.8	91.2	94.2	92.0
My child's school grounds are clean and attractive.	92.0	88.1	82.3	90.4	88.5	85.5
My child's school provides a high quality educational program.	80.0	77.7	79.7	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	85.9	82.0	80.7	82.9	84.2	82.9
My child is academically challenged in all classes.	65.8	63.1	71.0	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	70.4	70.8	73.0	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	91.7	90.9	89.5	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	82.5	82.6	80.2	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	83.4	81.7	80.0	78.4	79.5	80.3
I feel comfortable visiting my child's school.	96.7	97.4	94.6	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	95.6	96.5	94.4	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	66.3	72.3	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	95.6	90.7	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	50 %	53 %	71 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	50.7	39.8	9.2	0.3	0.0
	1992	39.0	47.4	12.2	1.2	0.3
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

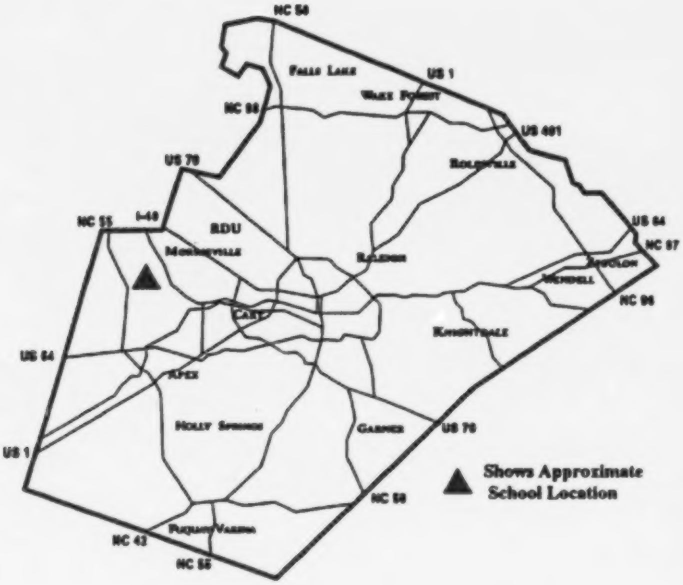
The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

504

Morrisville

1519 Morrisville Pkwy.
Morrisville 27560
PHONE : 460-3400


NC 50
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Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
▲ Shows Approximate School Location

Principal: Caroline W. Massengill	
Grade Levels Served: K-5	
Original Construction Date:	1991
Most Recent Renovation:	1991
Square Footage Of Building:	72,000
Size Of Property (acres):	25.0
Number Of Permanent Classrooms:	35
Number Of Portable Classrooms:	4
Magnet Program: Year-Round	
Chapter One Program: None	
ESL (English as a Second Language) Services: None	

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	981	803	743	634	601	610
Avg. DailyAttendance	Not Available	96.9 %	96.6 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	7 %	8 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	147	16	8	79	92	171
1	148	16	7	84	87	171
2	148	11	7	89	77	166
3	146	14	4	92	72	164
4	152	10	6	86	82	168
5	106	12	7	72	53	125
SCEC	12	4	0	13	3	16
Total	859	83	39	515	466	981

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	76
Behav./Emotion. Handicapped	8
Educable Mentally Handicapped	1
Other Handicapping Conditions	73
Academically Gifted	142

BEST COPY AVAILABLE

1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 39.0
EC Teachers: 7.6
Other Teachers: 7.7
Certified Staff: 61.2

ADM Tchr Assts: 26.0
EC Tchr Assts: 2.0
Clerical Staff: 4.2

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	24.8	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	13.3	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	16.5	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	12.3	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Expected	Expected	Expected	Expected			
4	Expected	Expected	Expected	Expected	Expected	Below			
5	Expected	Expected	Expected	Expected	Expected	Expected			

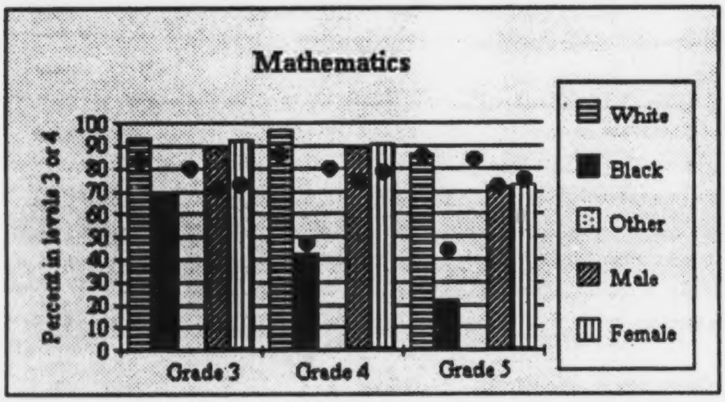
END-0F-GRADE AND WRITING TEST RESULTS

Morrisville

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

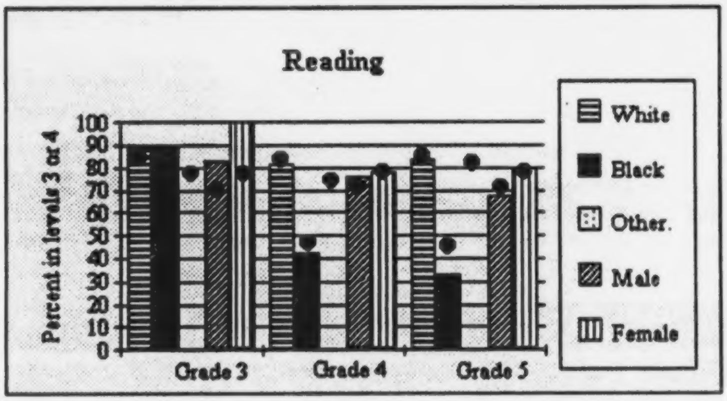
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	91	90	73
Gender			
Males	90	89	72
Females	92	91	73
Race			
Black	70	42	22
White	93	97	86
Other	NA	NA	NA

READING

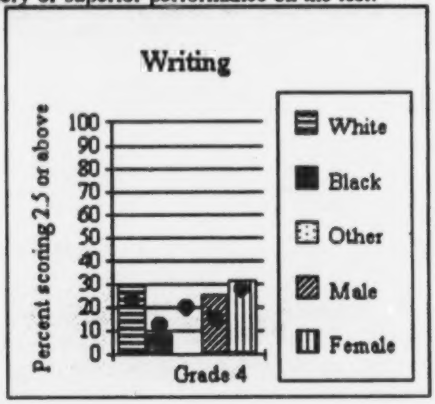
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	91	77	74
Gender			
Males	83	76	67
Females	100	78	80
Race			
Black	90	42	33
White	90	81	84
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	27
Gender	
Males	25
Females	31
Race	
Black	8
White	30
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	97.4	98.9	97.8	91.2	94.2	92.0
My child's school grounds are clean and attractive.	97.8	97.4	88.5	90.4	88.5	85.5
My child's school provides a high quality educational program.	91.2	93.1	90.8	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	88.0	89.9	87.7	82.9	84.2	82.9
My child is academically challenged in all classes.	74.8	76.1	82.4	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	77.7	82.3	84.1	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	93.8	93.1	93.9	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	84.3	84.8	86.1	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	85.7	88.3	89.5	78.4	79.5	80.3
I feel comfortable visiting my child's school.	99.0	98.4	96.9	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	97.7	97.9	98.0	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	73.7	84.5	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	93.8	91.8	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	81 %	60 %	78 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	72.2	23.0	4.3	0.4	0.0
	1992	72.5	23.5	4.0	0.0	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

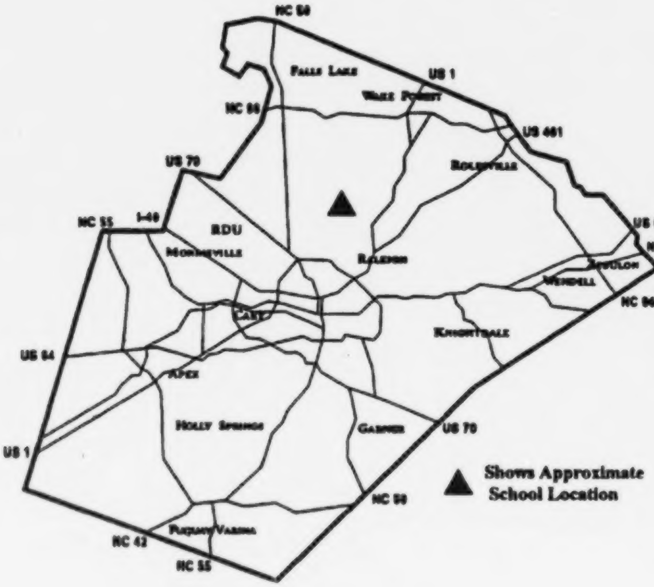
516

North Ridge

7120 Harps Mill Road

Raleigh 27615

PHONE : 870-4100


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay Varina
NC 42
NC 55
Shows Approximate School Location

Principal: Linda M. McMasters

Grade Levels Served: K-5

Original Construction Date:	1968
Most Recent Renovation:	1988
Square Footage Of Building:	55,644
Size Of Property (acres):	16.3
Number Of Permanent Classrooms:	32
Number Of Portable Classrooms:	7

Magnet Program: None

Chapter One Program: None

ESL (English as a Second Language) Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	686	729	960	634	601	610
Avg. DailyAttendance	Not Available	96.3 %	96.1 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	19 %	18 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	68	28	9	60	45	105
1	65	32	7	59	45	104
2	88	34	4	67	59	126
3	72	33	8	56	57	113
4	67	27	4	44	54	98
5	86	38	8	74	58	132
SCEC	2	6	0	6	2	8
Total	448	198	40	366	320	686

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	47
Behav./Emotion. Handicapped	1
Educable Mentally Handicapped	1
Other Handicapping Conditions	39
Academically Gifted	119

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 27.0	EC Teachers: 5.6	Other Teachers: 5.2	Certified Staff: 42.5
ADM Tchr Assts: 18.0	EC Tchr Assts: 1.0	Clerical Staff: 4.9	

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	24.8	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	13.3	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	16.5	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	12.3	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Above	Expected	Expected	Expected	Above	Above	Above
4	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected
5	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected

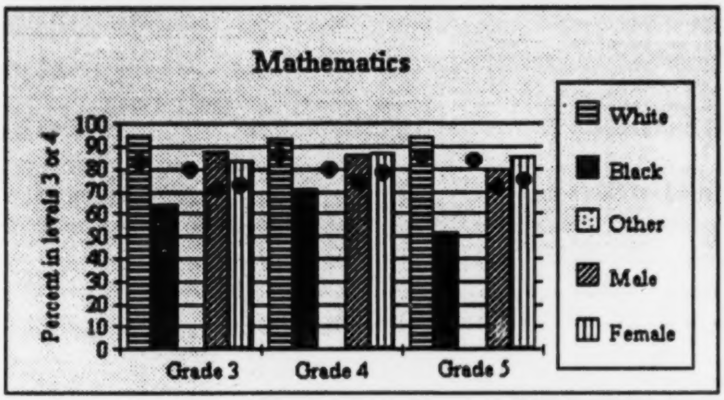
END-0F-GRADE AND WRITING TEST RESULTS

North Ridge

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

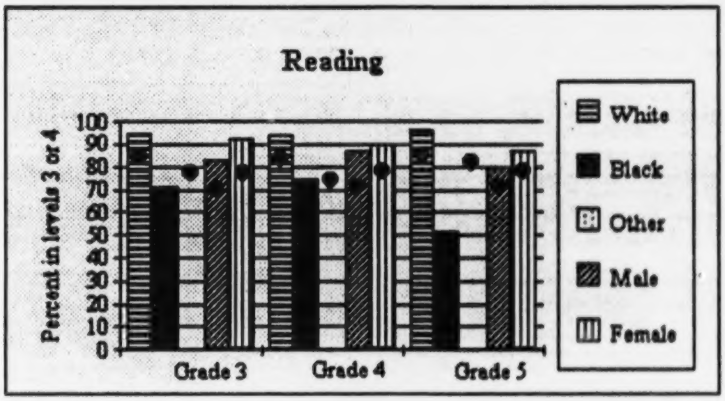
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	86	86	83
Gender Males	88	86	80
Females	84	87	85
Race			
Black	64	71	52
White	95	93	94
Other	NA	NA	NA

READING

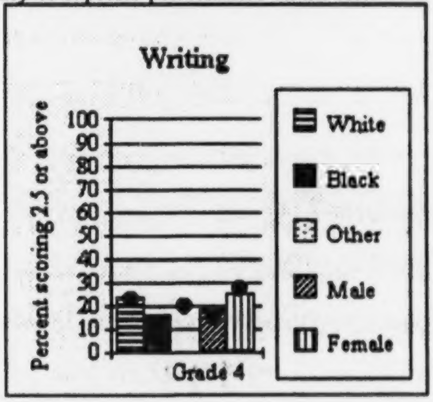
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	88	88	84
Gender Males	83	87	80
Females	92	90	87
Race			
Black	71	74	52
White	95	94	96
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	22
Gender Males	18
Females	25
Race	
Black	16
White	24
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	90.0	94.2	92.6	91.2	94.2	92.0
My child's school grounds are clean and attractive.	94.5	93.9	89.5	90.4	88.5	85.5
My child's school provides a high quality educational program.	79.5	83.2	79.7	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	78.3	82.0	78.8	82.9	84.2	82.9
My child is academically challenged in all classes.	63.3	71.1	67.8	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	63.3	75.4	69.7	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	91.2	88.7	90.0	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	79.8	79.1	75.2	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	77.5	76.3	75.4	78.4	79.5	80.3
I feel comfortable visiting my child's school.	96.4	97.4	93.8	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	98.0	95.1	92.5	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	69.5	73.5	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	83.6	88.4	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	49 %	55 %	75 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	48.5	42.3	9.2	0.0	0.0
	1992	45.9	42.6	10.0	1.5	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

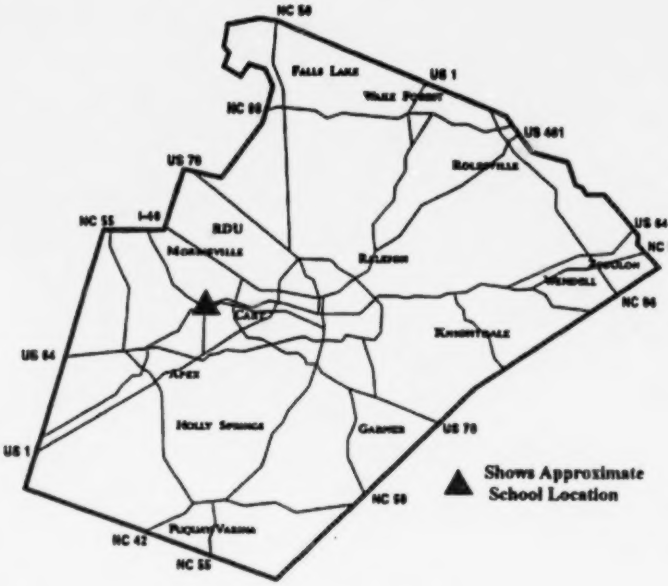
520

Northwoods

8850 Chapel Hill Road

Cary 27513

PHONE : 460-3491


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
▲ Shows Approximate School Location
NC 50
Fuquay-Varina
NC 42
NC 55

Principal: Jonibel Willis

Grade Levels Served: K-5

Original Construction Date:	1967
Most Recent Renovation:	1976
Square Footage Of Building:	64,293
Size Of Property (acres):	18.0
Number Of Permanent Classrooms:	25
Number Of Portable Classrooms:	9

Magnet Program: None

Chapter One Program: None

ESL (English as a Second Language) Services: None

Pre-K Program: For handicapped students

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	694	576	545	634	601	610
Avg. DailyAttendance	Not Available	96.2 %	96.2 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	10 %	14 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	110	8	6	67	57	124
1	109	17	7	79	54	133
2	110	13	4	61	66	127
3	93	13	4	59	51	110
4	73	12	6	41	50	91
5	76	10	3	40	49	89
SCEC	13	4	3	17	3	20
Total	584	77	33	364	330	694

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	32
Behav./Emotion. Handicapped	3
Educable Mentally Handicapped	0
Other Handicapping Conditions	47
Academically Gifted	69

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 27.0
EC Teachers: 6.6
Other Teachers: 5.0
Certified Staff: 43.4

ADM Tchr Assts: 19.0
EC Tchr Assts: 5.0
Clerical Staff: 2.9

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	24.9	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	13.2	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	16.3	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	11.3	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information.

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected
4	Expected	Expected	Expected	Expected	Expected	Below	Below	Expected	Below
5	Expected	Expected	Expected	Above	Expected	Expected	Expected	Expected	Expected

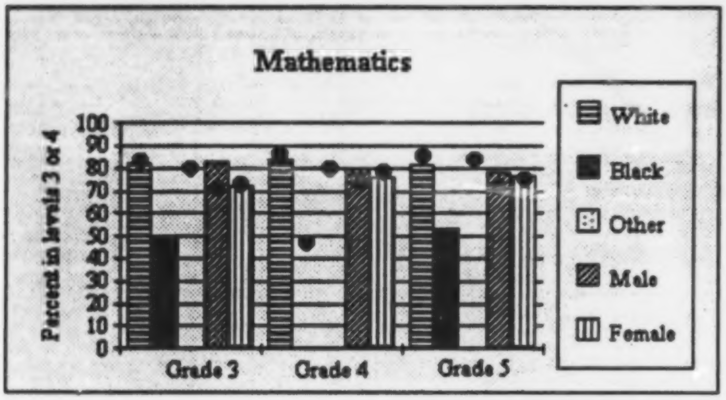
END-0F-GRADE AND WRITING TEST RESULTS

Northwoods

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ●'s on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

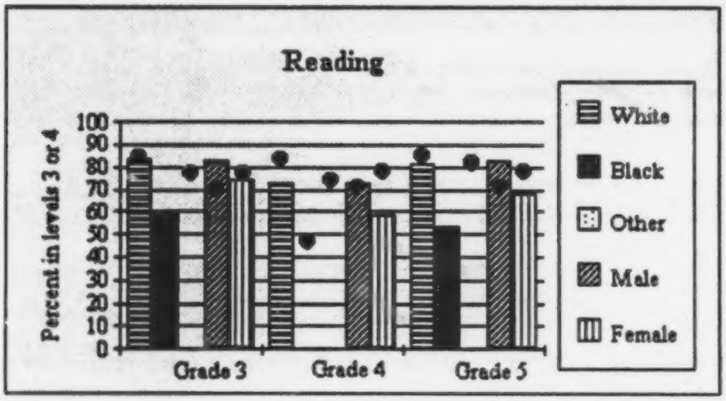
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	77	78	77
Gender			
Males	83	80	78
Females	72	76	77
Race			
Black	50	NA	53
White	82	84	81
Other	NA	NA	NA

READING

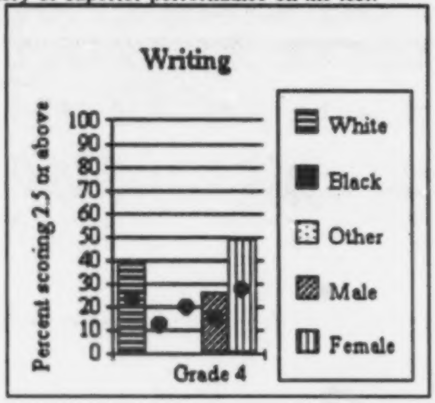
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	79	66	75
Gender			
Males	83	73	83
Females	74	59	68
Race			
Black	60	NA	53
White	84	73	81
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	37
Gender	
Males	26
Females	49
Race	
Black	NA
White	38
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	92.6	94.5	92.9	91.2	94.2	92.0
My child's school grounds are clean and attractive.	83.4	78.3	76.9	90.4	88.5	85.5
My child's school provides a high quality educational program.	79.6	80.4	75.7	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	78.1	82.6	78.6	82.9	84.2	82.9
My child is academically challenged in all classes.	61.6	69.9	71.0	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	67.3	73.1	69.0	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	91.5	94.1	89.4	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	79.6	82.1	80.6	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	76.3	79.7	76.9	78.4	79.5	80.3
I feel comfortable visiting my child's school.	96.1	93.7	96.8	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	94.1	91.6	94.7	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	69.7	76.2	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	90.6	90.7	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	72 %	52 %	79 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	46.0	45.1	6.8	0.9	1.1
	1992	35.9	48.5	14.7	0.9	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

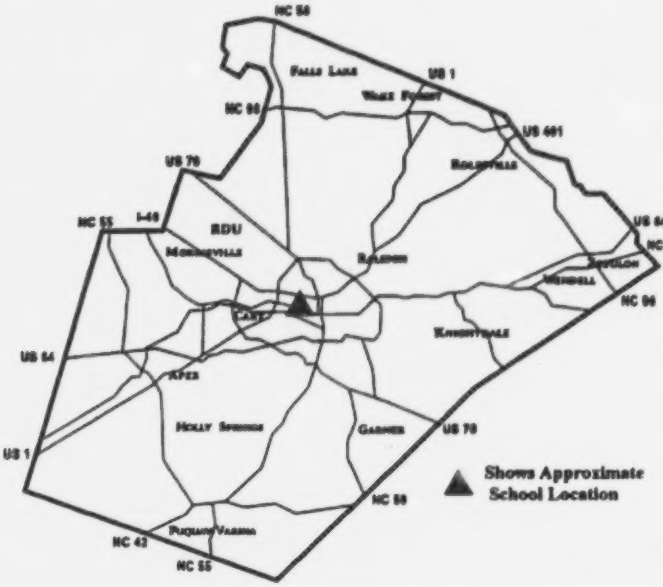
524

Olds

204 Dixie Trail

Raleigh 27607

PHONE : 856-7699


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
Shows Approximate School Location

Principal: C. Frank Koontz, Jr.	
Grade Levels Served: K-5	
Original Construction Date:	1927
Most Recent Renovation:	1954
Square Footage Of Building:	35,514
Size Of Property (acres):	3.5
Number Of Permanent Classrooms:	20
Number Of Portable Classrooms:	0
Magnet Program: Extended Day	
Chapter One Program: None	
ESL (English as a Second Language) Services: None	

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	401	417	409	634	601	610
Avg. DailyAttendance	Not Available	96.2 %	96.6 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	20 %	21 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	40	32	2	32	42	74
1	42	40	3	46	39	85
2	45	20	1	37	29	66
3	30	20	3	30	23	53
4	35	27	1	32	31	63
5	38	22	0	27	33	60
SCEC	0	0	0	0	0	0
Total	230	161	10	204	197	401

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	17
Behav./Emotion. Handicapped	1
Educable Mentally Handicapped	0
Other Handicapping Conditions	10
Academically Gifted	69

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 16.0	EC Teachers: 2.6	Other Teachers: 2.5	Certified Staff: 25.9
ADM Tchr Assts: 11.0	EC Tchr Assts: 0.0	Clerical Staff: 2.7	

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	24.9	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	13.5	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	16.4	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	13.2	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Below	Below	Below	Below	Expected	Expected	Below	Expected
4	Above	Expected	Below	Expected	Expected	Above	Above	Expected	Expected
5	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected

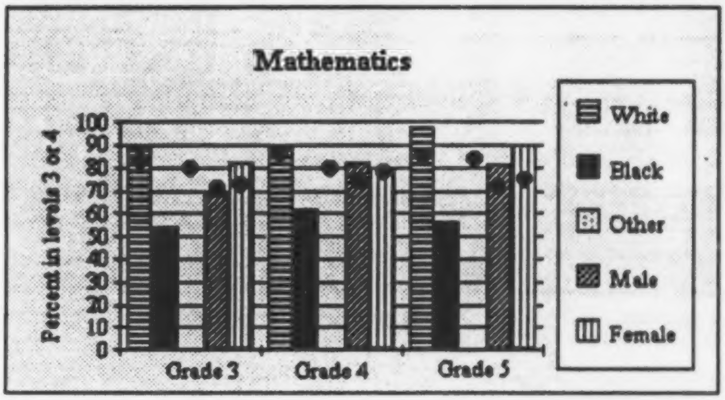
END-OF-GRADE AND WRITING TEST RESULTS

Olds

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

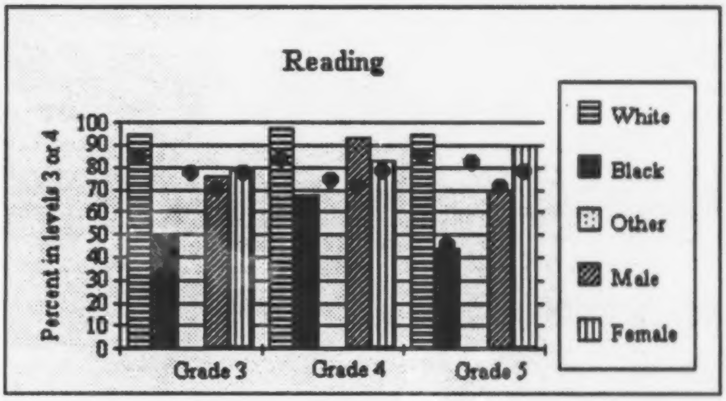
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	75	81	86
Gender			
Males	68	82	81
Females	82	80	90
Race			
Black	54	62	56
White	90	90	98
Other	NA	NA	NA

READING

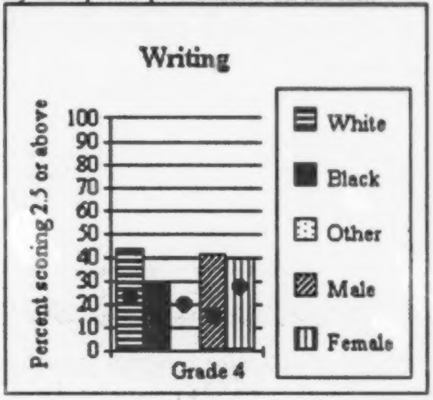
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	77	87	81
Gender			
Males	76	93	70
Females	79	83	90
Race			
Black	50	67	44
White	95	98	95
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	40
Gender	
Males	41
Females	40
Race	
Black	30
White	44
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	93.9	92.2	98.5	91.2	94.2	92.0
My child's school grounds are clean and attractive.	95.0	85.7	83.4	90.4	88.5	85.5
My child's school provides a high quality educational program.	78.5	85.3	84.8	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	76.1	83.1	83.7	82.9	84.2	82.9
My child is academically challenged in all classes.	59.8	68.5	73.3	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	62.2	74.8	70.3	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	92.7	93.5	92.6	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	82.8	84.4	81.8	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	76.1	88.5	87.5	78.4	79.5	80.3
I feel comfortable visiting my child's school.	95.6	96.3	97.1	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	96.1	95.9	95.2	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	64.4	74.5	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	96.1	94.5	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	49 %	59 %	70 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	51.4	37.7	8.0	2.9	0.0
	1992	45.6	41.9	9.8	2.8	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

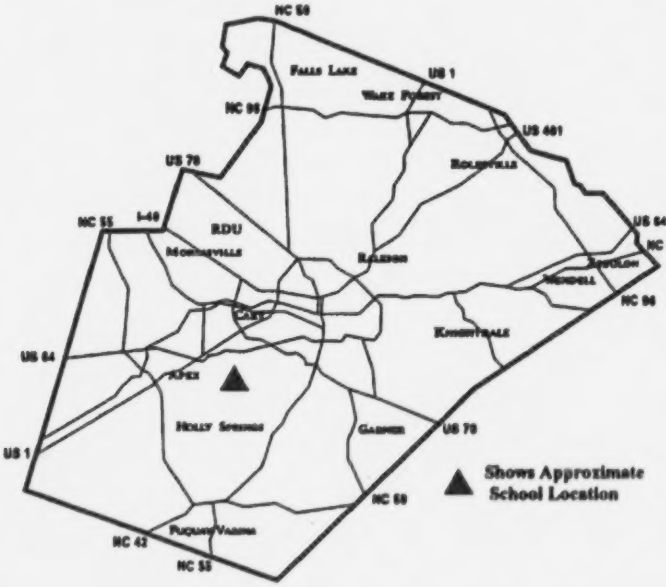
530

Penny Road

10900 Penny Road

Raleigh 27606

PHONE : 387-2136


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
NC 42
Fuquay-Varina
NC 55
▲ Shows Approximate School Location

Principal: Annie W. King

Grade Levels Served: K-5

Original Construction Date:	1989
Most Recent Renovation:	1989
Square Footage Of Building:	70,120
Size Of Property (acres):	28.4
Number Of Permanent Classrooms:	35
Number Of Portable Classrooms:	7

Magnet Program: None

Chapter One Program: None

ESL (English as a Second Language) Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	828	762	735	634	601	610
Avg. DailyAttendance	Not Available	96.0 %	96.3 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	21 %	17 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	88	33	6	70	57	127
1	130	31	6	73	94	167
2	109	26	5	80	60	140
3	109	29	5	66	77	143
4	86	26	2	62	52	114
5	89	27	4	55	65	120
SCEC	9	7	1	7	10	17
Total	620	179	29	413	415	828

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	37
Behav./Emotion. Handicapped	1
Educable Mentally Handicapped	13
Other Handicapping Conditions	57
Academically Gifted	91

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 32.0
EC Teachers: 9.2
Other Teachers: 5.7
Certified Staff: 51.7

ADM Tchr Assts: 22.0
EC Tchr Assts: 5.0
Clerical Staff: 3.0

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	25.2	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	13.5	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	16.0	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	11.2	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Expected	Expected	Expected	Expected	Above	Above	Expected
4	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected
5	Expected	Above	Above	Expected	Expected	Expected	Expected	Expected	Expected

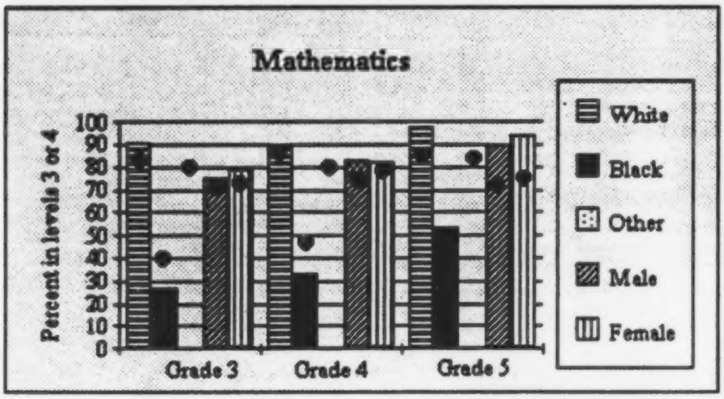
END-0F-GRADE AND WRITING TEST RESULTS

Penny Road

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

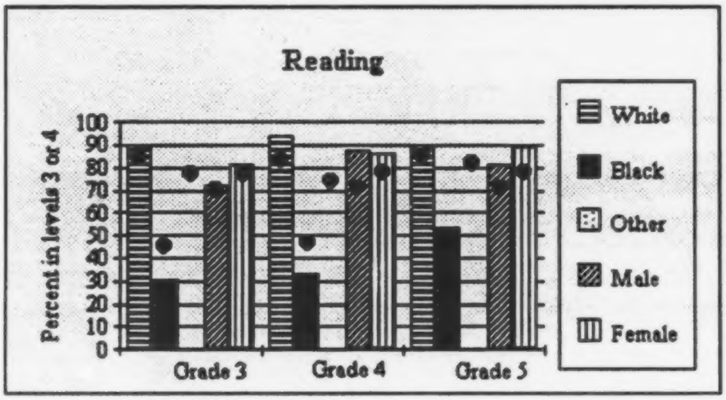
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	77	83	92
Gender			
Males	75	83	90
Females	79	82	94
Race			
Black	27	33	53
White	91	90	98
Other	NA	NA	NA

READING

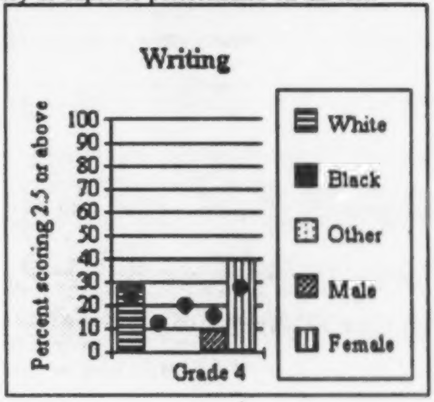
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	76	87	85
Gender			
Males	72	88	81
Females	81	86	89
Race			
Black	31	33	53
White	90	94	90
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	26
Gender	
Males	9
Females	40
Race	
Black	0
White	28
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	96.2	98.9	95.8	91.2	94.2	92.0
My child's school grounds are clean and attractive.	98.6	95.0	91.7	90.4	88.5	85.5
My child's school provides a high quality educational program.	82.2	85.2	79.6	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	78.0	85.4	76.4	82.9	84.2	82.9
My child is academically challenged in all classes.	62.9	67.9	69.7	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	65.7	76.2	70.5	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	90.2	90.5	83.4	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	75.1	79.4	74.1	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	77.1	81.5	72.0	78.4	79.5	80.3
I feel comfortable visiting my child's school.	94.7	96.3	93.5	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	95.4	96.5	93.4	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	72.0	77.7	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	88.8	90.5	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	71 %	70 %	75 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	54.0	34.6	10.6	0.6	0.2
	1992	49.3	43.1	6.7	0.9	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

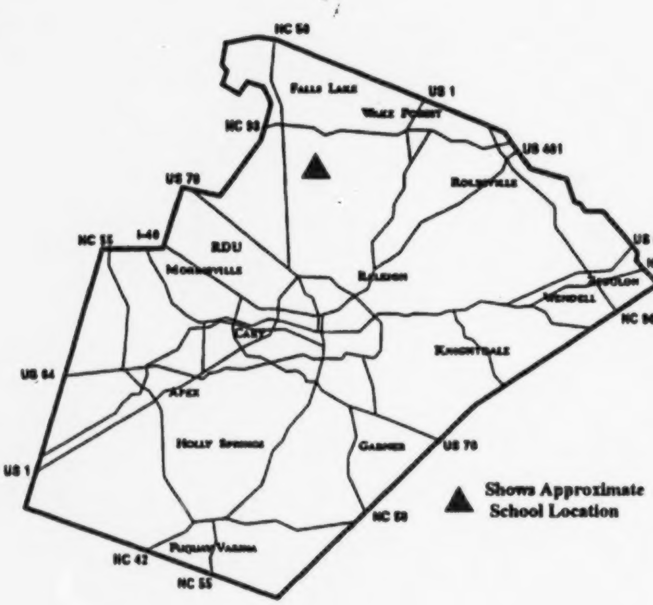
The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

531

Pleasant Union

1900 Pleasant Union Church Roa
Raleigh 27614
PHONE : 870-4230


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
NC 42
Fuquay Varina
NC 55
Shows Approximate School Location

Principal: Susan W. Jordan

Grade Levels Served: K-5

Original Construction Date:	1992
Most Recent Renovation:	1992
Square Footage Of Building:	71,942
Size Of Property (acres):	23.8
Number Of Permanent Classrooms:	35
Number Of Portable Classrooms:	0

Magnet Program: None

Chapter One Program: None

ESL (English as a Second Language) Services: None

Pre-K Program: Blended program for handicapped and regular students

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	571	446		634	601	610
Avg. DailyAttendance	Not Available	97.1 %	0.0 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	9 %	6 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	80	12	2	53	41	94
1	92	9	1	52	50	102
2	85	6	0	54	37	91
3	86	7	1	52	42	94
4	95	4	0	50	49	99
5	82	8	1	44	47	91
SCEC	0	0	0	0	0	0
Total	520	46	5	305	266	571

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	41
Behav./Emotion. Handicapped	0
Educable Mentally Handicapped	0
Other Handicapping Conditions	22
Academically Gifted	100

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 22.0
EC Teachers: 4.1
Other Teachers: 3.6
Certified Staff: 34.0
ADM Tchr Assts: 15.0
EC Tchr Assts: 1.0
Clerical Staff: 2.2

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	26.0	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	14.1	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	17.2	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	12.8	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3									
4									
5									

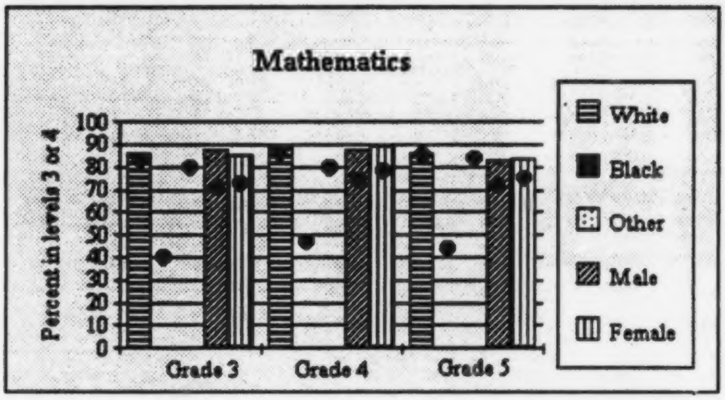
END-0F-GRADE AND WRITING TEST RESULTS

Pleasant Union

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

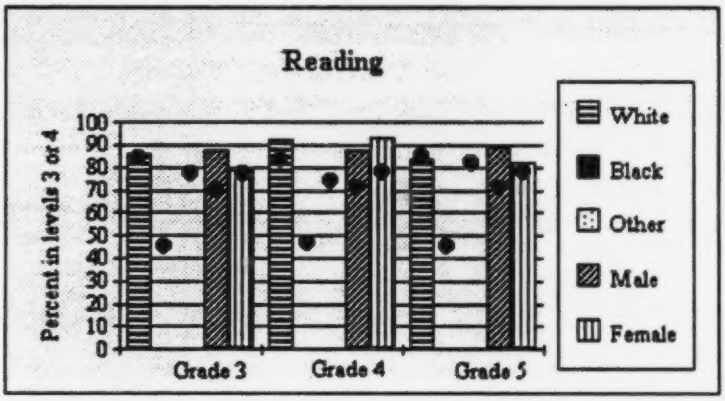
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	87	89	84
Gender Males	88	88	83
Females	85	89	84
Race Black	NA	NA	N
White	86	90	86
Other	NA	NA	NA

READING

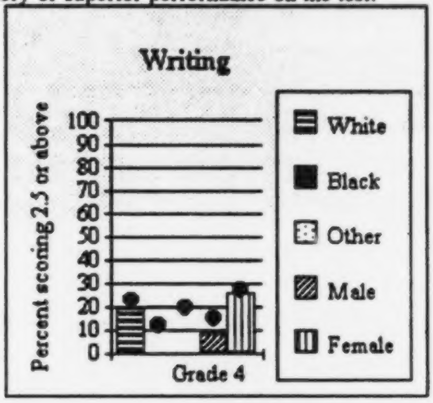
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	85	90	85
Gender Males	88	88	89
Females	79	93	82
Race Black	NA	NA	N
White	86	92	84
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	18
Gender Males	8
Females	26
Race Black	NA
White	19
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.

This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	98.4	98.3	NA	91.2	94.2	92.0
My child's school grounds are clean and attractive.	96.0	95.8	NA	90.4	88.5	85.5
My child's school provides a high quality educational program.	94.7	89.8	NA	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	93.0	90.2	NA	82.9	84.2	82.9
My child is academically challenged in all classes.	79.7	75.2	NA	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	83.5	77.8	NA	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	97.4	96.6	NA	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	90.7	90.2	NA	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	94.0	92.7	NA	78.4	79.5	80.3
I feel comfortable visiting my child's school.	99.3	97.9	NA	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	98.3	97.9	NA	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	79.1	78.5	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	95.0	95.7	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	55 %	64 %		60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	84.2	14.1	1.3	0.3	0.0
	1992	69.2	26.9	3.8	0.0	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

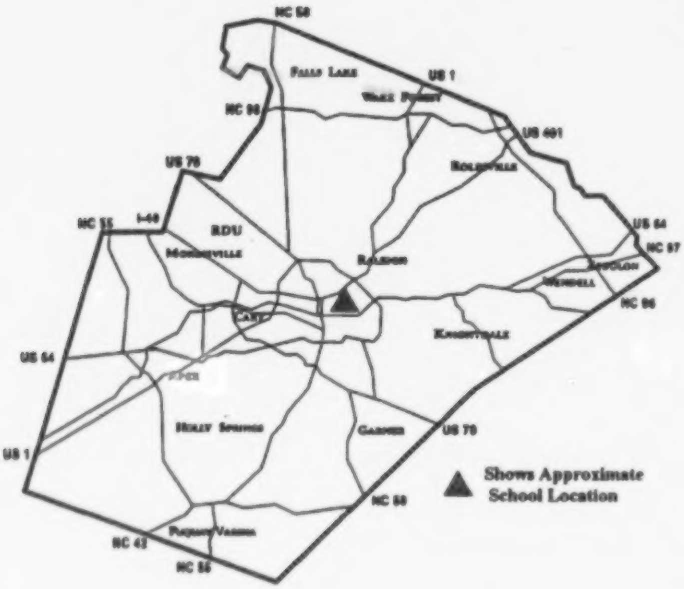
532

Poe

400 Peyton Street

Raleigh 27610

PHONE : 250-4777


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
Shows Approximate School Location

Principal: Moira F. O'Connor

Grade Levels Served: K-5

Original Construction Date:	1955
Most Recent Renovation:	1990
Square Footage Of Building:	43,309
Size Of Property (acres):	13.0
Number Of Permanent Classrooms:	20
Number Of Portable Classrooms:	10

Magnet Program: International Studies

Chapter One Program: Reading Recovery

ESL (English as a Second Language) Services: Yes

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	424	466	527	634	601	610
Avg. DailyAttendance	Not Available	95.8 %	95.4 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	47 %	41 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	24	28	8	23	37	60
1	25	34	8	33	34	67
2	31	30	8	31	38	69
3	41	20	9	43	27	70
4	34	19	7	31	29	60
5	40	16	11	36	31	67
SCEC	2	29	0	25	6	31
Total	197	176	51	222	202	424

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	19
Behav./Emotion. Handicapped	11
Educable Mentally Handicapped	26
Other Handicapping Conditions	13
Academically Gifted	35

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 16.0
EC Teachers: 6.3
Other Teachers: 12.3
Certified Staff: 40.1
ADM Tchr Assts: 11.0
EC Tchr Assts: 3.0
Clerical Staff: 2.5

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	25.0	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	10.2	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	11.7	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	9.7	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Below	Below	Below	Below	Below	Expected	Below	Expected
4	Expected	Expected	Above	Below	Below	Below	Expected	Expected	Expected
5	Above	Above	Above	Expected	Expected	Below	Expected	Expected	Expected

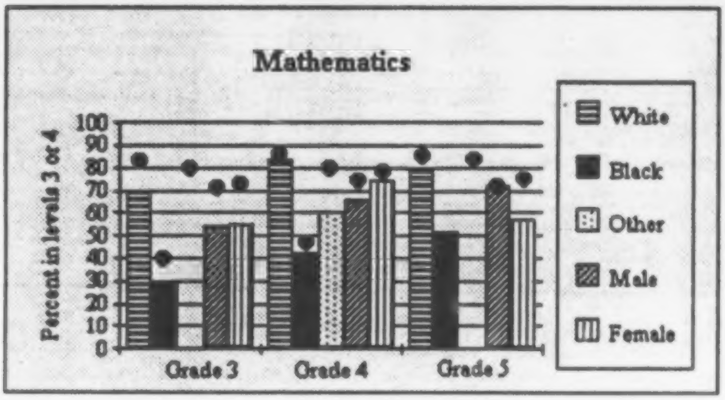
END-0F-GRADE AND WRITING TEST RESULTS

Poe

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

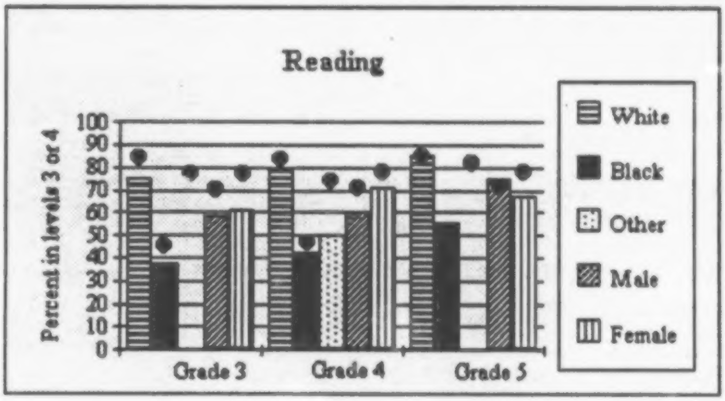
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	54	70	66
Gender			
Males	54	66	72
Females	55	74	57
Race			
Black	29	42	52
White	70	84	79
Other	NA	60	NA

READING

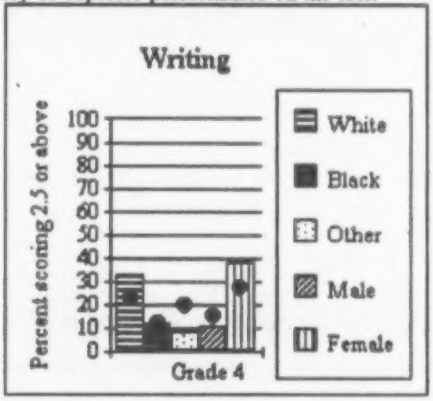
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	60	66	70
Gender			
Males	59	60	75
Females	61	71	67
Race			
Black	38	42	56
White	75	80	85
Other	NA	50	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	24
Gender	
Males	11
Females	38
Race	
Black	12
White	33
Other	8

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	77.3	80.9	81.7	91.2	94.2	92.0
My child's school grounds are clean and attractive.	65.7	63.3	71.9	90.4	88.5	85.5
My child's school provides a high quality educational program.	76.5	79.3	84.1	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	80.0	80.2	82.0	82.9	84.2	82.9
My child is academically challenged in all classes.	62.1	66.7	68.8	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	64.8	71.2	75.5	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	84.9	86.9	89.0	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	70.6	74.1	83.6	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	72.2	75.8	79.5	78.4	79.5	80.3
I feel comfortable visiting my child's school.	88.5	94.6	93.2	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	90.6	91.7	93.6	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	73.0	73.6	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	88.8	88.0	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	46 %	60 %	64 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	39.3	37.6	13.9	8.1	1.2
	1992	33.9	43.1	18.4	3.8	0.8
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

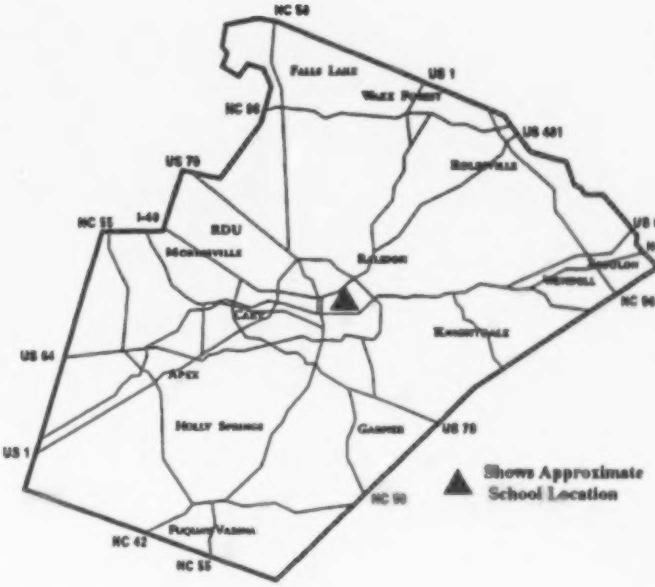
536

Powell

1130 Marlborough Road

Raleigh 27610

PHONE : 856-7737


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
Rolesville
US 70
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
Shows Approximate School Location

Principal: Joyce Faulkner

Grade Levels Served: K-5

Original Construction Date:	1964
Most Recent Renovation:	1990
Square Footage Of Building:	62,094
Size Of Property (acres):	15.0
Number Of Permanent Classrooms:	34
Number Of Portable Classrooms:	0

Magnet Program: Gifted and Talented

Chapter One Program: Reading Recovery

ESL (English as a Second Language) Services: None

Pre-K Program: For handicapped students

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	515	526	497	634	601	610
Avg. DailyAttendance	Not Available	96.5 %	96.2 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	30 %	29 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	34	40	3	37	40	77
1	29	40	1	32	38	70
2	51	43	2	53	43	96
3	59	31	4	50	44	94
4	42	33	5	39	41	80
5	46	38	2	32	54	86
SCEC	4	8	0	7	5	12
Total	265	233	17	250	265	515

1993-94
Special Program Membership

Learning Disabled	29
Behav./Emotion. Handicapped	3
Educable Mentally Handicapped	2
Other Handicapping Conditions	22
Academically Gifted	41

SCEC refers to self-contained exceptional children's classes

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 20.0	EC Teachers: 6.0	Other Teachers: 10.0	Certified Staff: 40.8
ADM Tchr Assts: 13.0	EC Tchr Assts: 6.0	Clerical Staff: 3.1	

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	25.2	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	11.7	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	12.7	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	9.4	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Expected	Above	Above	Expected	Above	Expected	Above
4	Expected	Expected	Expected	Expected	Expected	Expected	Above	Expected	Expected
5	Expected	Expected	Above	Expected	Expected	Expected	Expected	Expected	Below

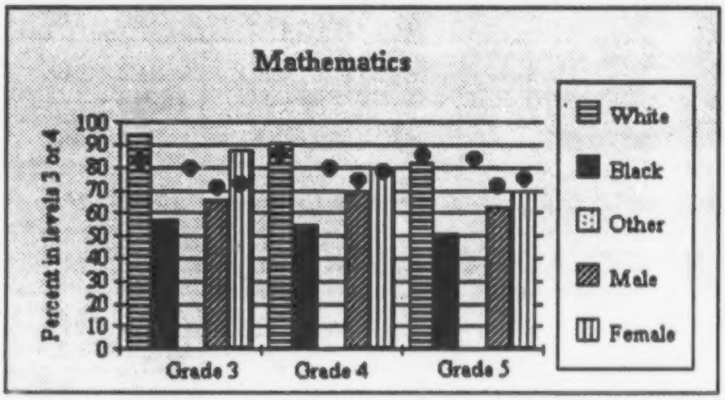
END-0F-GRADE AND WRITING TEST RESULTS

Powell

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ●'s on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

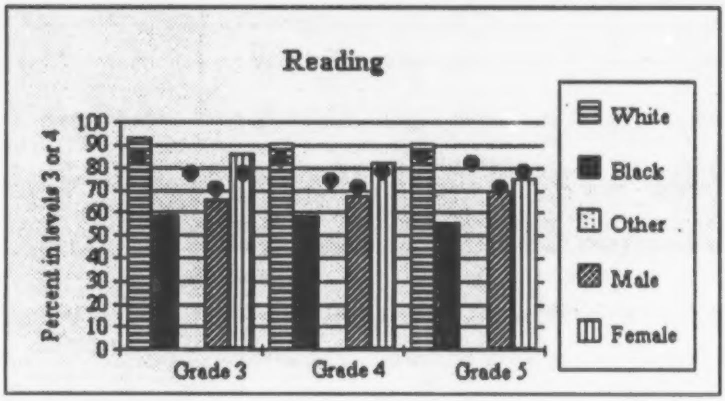
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	77	76	66
Gender			
Males	66	70	63
Females	88	80	70
Race			
Black	57	55	51
White	95	91	82
Other	NA	NA	NA

READING

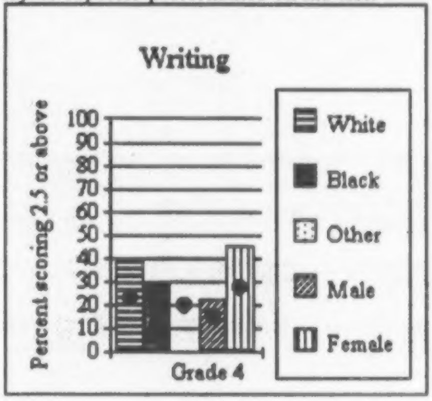
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	76	76	73
Gender			
Males	66	67	70
Females	86	82	75
Race			
Black	59	59	56
White	93	91	91
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	36
Gender	
Males	22
Females	45
Race	
Black	30
White	40
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	93.1	97.1	96.5	91.2	94.2	92.0
My child's school grounds are clean and attractive.	96.0	98.1	97.1	90.4	88.5	85.5
My child's school provides a high quality educational program.	92.8	94.0	91.4	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	91.7	86.4	88.4	82.9	84.2	82.9
My child is academically challenged in all classes.	81.5	80.7	82.3	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	80.4	84.4	81.0	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	89.4	91.8	92.0	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	83.6	84.2	85.5	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	84.8	83.8	90.6	78.4	79.5	80.3
I feel comfortable visiting my child's school.	96.4	96.2	96.8	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	95.6	96.2	96.5	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	68.5	77.6	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	97.8	97.5	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	60 %	68 %	73 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	69.2	25.6	4.9	0.4	0.0
	1992	60.8	35.0	3.9	0.3	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

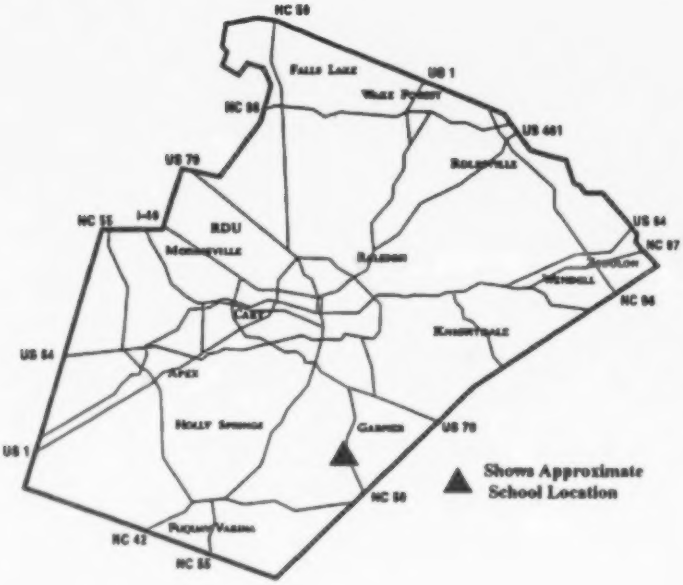
The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

540

Rand Road

300 Arbor Greene Drive
Garner 27529
PHONE : 662-2275


NC 50
Falls Lake
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US 401
US 70
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US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
▲ Shows Approximate School Location

Principal: Julye B. Mizelle
Grade Levels Served: K-5
Original Construction Date: 1990
Most Recent Renovation: 1990
Square Footage Of Building: 70,120
Size Of Property (acres): 27.0
Number Of Permanent Classrooms: 35
Number Of Portable Classrooms: 2
Magnet Program: None
Chapter One Program: Reading Recovery
ESL (English as a Second Language) Services: None
Pre-K Program: For handicapped students

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	701	689	619	634	601	610
Avg. DailyAttendance	Not Available	95.6 %	95.6 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	34 %	32 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	86	36	2	61	63	124
1	77	34	6	65	52	117
2	82	40	3	67	58	125
3	75	31	4	45	65	110
4	76	29	1	61	45	106
5	68	41	3	52	60	112
SCEC	5	2	0	4	3	7
Total	469	213	19	355	346	701

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	24
Behav./Emotion. Handicapped	12
Educable Mentally Handicapped	1
Other Handicapping Conditions	30
Academically Gifted	27

BEST COPY AVAILABLE

1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 27.0
EC Teachers: 4.6
Other Teachers: 8.8
Certified Staff: 45.2

ADM Tchr Assts: 18.0
EC Tchr Assts: 2.0
Clerical Staff: 3.0

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	25.5	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	12.8	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	16.1	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	12.0	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Expected	Expected	Expected	Expected	Below	Below	Below
4	Below	Expected	Expected	Expected	Above	Expected	Expected	Expected	Expected
5	Below	Below	Expected	Below	Below	Below	Below	Below	Below

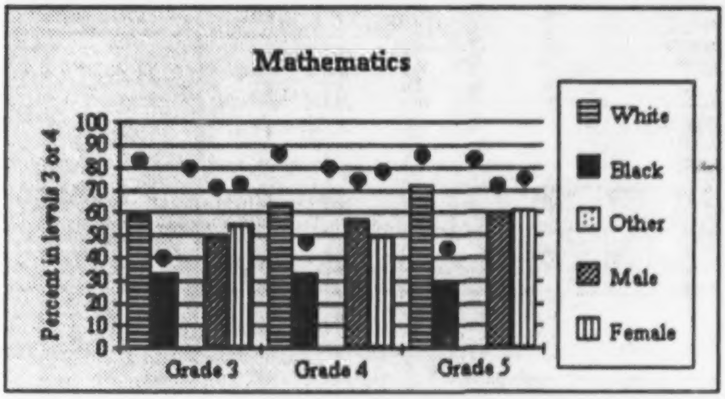
END-0F-GRADE AND WRITING TEST RESULTS

Rand Road

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

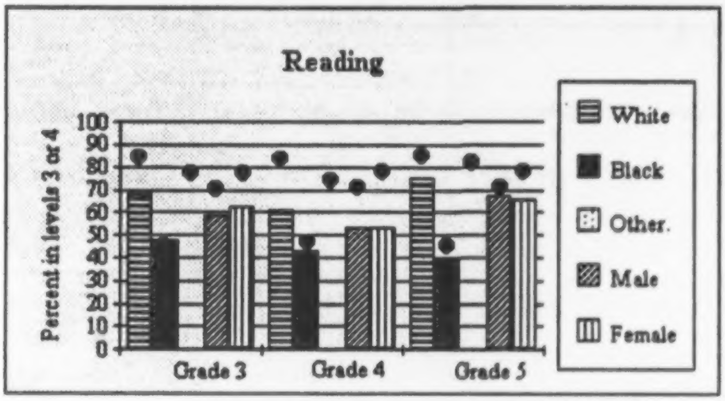
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	52	53	60
Gender			
Males	50	57	60
Females	55	49	61
Race			
Black	33	33	30
White	59	64	72
Other	NA	NA	NA

READING

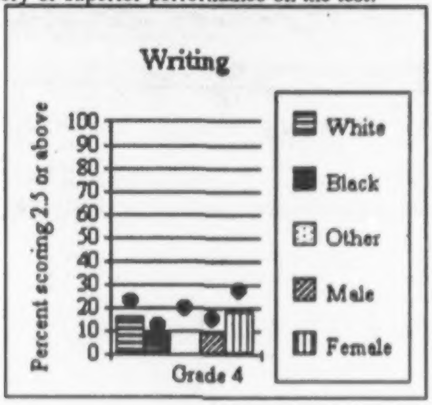
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	61	53	66
Gender			
Males	59	53	67
Females	63	53	66
Race			
Black	48	43	40
White	68	61	75
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	14
Gender	
Males	9
Females	18
Race	
Black	10
White	16
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	93.7	98.0	93.5	91.2	94.2	92.0
My child's school grounds are clean and attractive.	94.7	96.3	97.3	90.4	88.5	85.5
My child's school provides a high quality educational program.	82.2	83.7	86.4	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	83.9	87.3	87.5	82.9	84.2	82.9
My child is academically challenged in all classes.	70.8	73.6	81.6	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	72.4	78.1	79.8	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	87.4	90.1	89.6	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	79.3	85.3	85.8	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	76.1	84.7	88.0	78.4	79.5	80.3
I feel comfortable visiting my child's school.	97.0	96.9	96.3	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	93.2	95.5	95.5	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	67.1	76.9	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	93.9	92.4	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	66 %	59 %	73 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	53.1	37.0	9.4	0.5	0.0
	1992	49.1	40.1	9.4	1.4	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

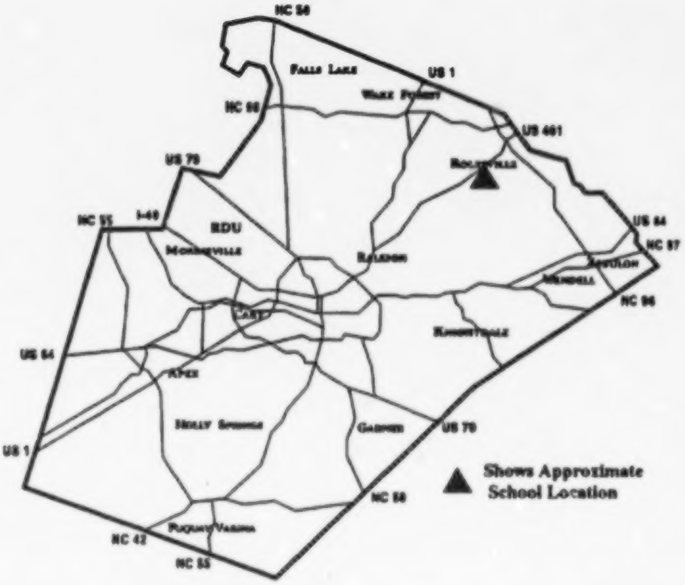
544

Rolesville

307 S. Main Street

Rolesville 27571

PHONE : 554-8686


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
NC 42
Fuquay Varina
NC 55
▲ Shows Approximate School Location

Principal: Judy J. Williams

Grade Levels Served: K-5

Original Construction Date:	1930
Most Recent Renovation:	1991
Square Footage Of Building:	71,729
Size Of Property (acres):	12.6
Number Of Permanent Classrooms:	34
Number Of Portable Classrooms:	1

Magnet Program: None

Chapter One Program: Reading Recovery, Computer Lab, and Pre-K Program

ESL (English as a Second Language) Services: None

Pre-K Program: For handicapped students

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	687	635	598	634	601	610
Avg. DailyAttendance	Not Available	95.9 %	95.7 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	28 %	32 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	83	26	0	41	68	109
1	99	18	0	63	54	117
2	70	29	1	44	56	100
3	94	29	2	70	55	125
4	69	30	0	41	58	99
5	90	35	1	58	68	126
SCEC	4	7	0	8	3	11
Total	509	174	4	325	362	687

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	25
Behav./Emotion. Handicapped	7
Educable Mentally Handicapped	3
Other Handicapping Conditions	31
Academically Gifted	31

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 27.0
EC Teachers: 5.5
Other Teachers: 9.0
Certified Staff: 46.4

ADM Tchr Assts: 18.0
EC Tchr Assts: 5.0
Clerical Staff: 2.9

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	24.9	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	12.4	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	15.0	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	10.8	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information.

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Above	Expected	Expected	Expected	Expected	Expected	Expected	Expected
4	Expected	Expected	Expected	Expected	Below	Expected	Expected	Expected	Expected
5	Expected	Expected	Below	Expected	Expected	Expected	Expected	Expected	Expected

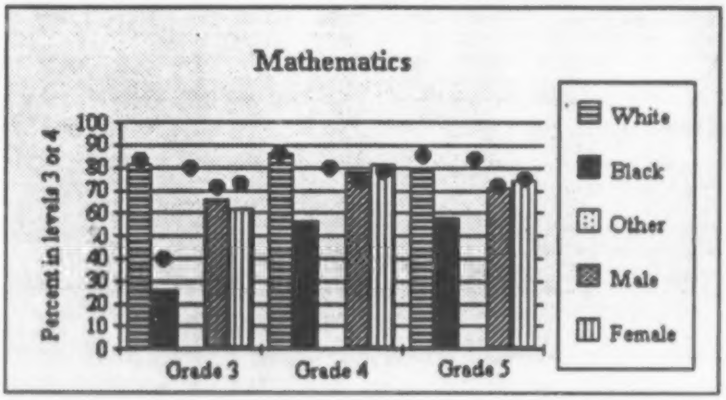
END-0F-GRADE AND WRITING TEST RESULTS

Rolesville

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

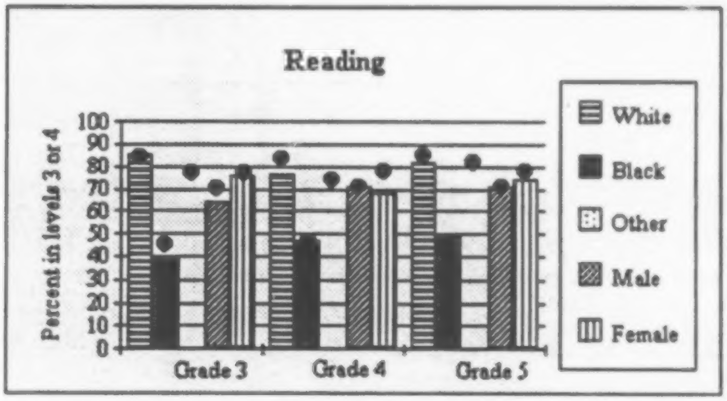
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	64	78	72
Gender			
Males	66	78	71
Females	62	81	74
Race			
Black	26	56	58
White	81	86	79
Other	NA	NA	NA

READING

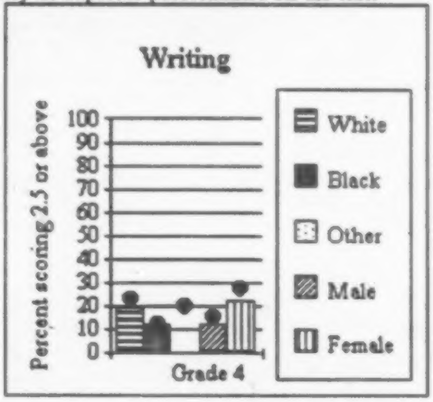
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	71	68	72
Gender			
Males	64	71	71
Females	76	68	74
Race			
Black	39	47	50
White	85	77	82
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	17
Gender	
Males	12
Females	22
Race	
Black	12
White	19
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.

This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	90.7	95.2	91.6	91.2	94.2	92.0
My child's school grounds are clean and attractive.	86.7	89.7	90.1	90.4	88.5	85.5
My child's school provides a high quality educational program.	74.9	78.6	74.7	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	80.4	83.0	78.4	82.9	84.2	82.9
My child is academically challenged in all classes.	67.3	73.7	70.5	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	69.7	75.1	73.1	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	89.7	84.8	86.8	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	77.8	76.4	75.6	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	69.3	70.7	68.7	78.4	79.5	80.3
I feel comfortable visiting my child's school.	95.9	95.0	93.6	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	93.5	91.6	90.5	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	72.5	74.7	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	92.0	91.7	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	61 %	64 %	91 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	41.0	46.9	10.5	0.8	0.8
	1992	36.5	48.4	13.3	1.7	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

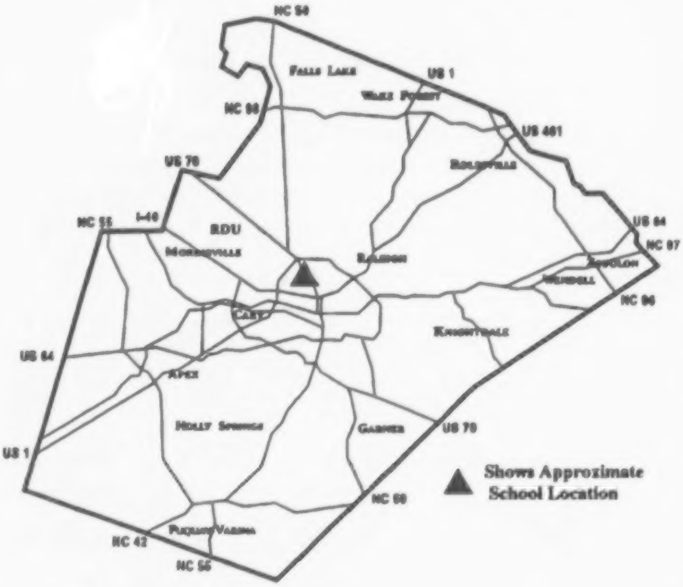
548

Root

3202 Northampton Road

Raleigh 27609

PHONE : 881-4940


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay Varina
NC 42
NC 55
Shows Approximate School Location

Principal: Teresa Allsbrook	
Grade Levels Served: K-5	
Original Construction Date:	1958
Most Recent Renovation:	1990
Square Footage Of Building:	38,851
Size Of Property (acres):	8.5
Number Of Permanent Classrooms:	17
Number Of Portable Classrooms:	7

Magnet Program: Classical Studies

Chapter One Program: None

ESL (English as a Second Language) Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	491	508	461	634	601	610
Avg. DailyAttendance	Not Available	96.3 %	96.8 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	25 %	21 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	52	27	3	42	40	82
1	62	29	1	40	52	92
2	49	17	5	35	36	71
3	61	20	2	43	40	83
4	58	17	0	37	38	75
5	62	21	1	51	33	84
SCEC	0	4	0	3	1	4
Total	344	135	12	251	240	491

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	21
Behav./Emotion. Handicapped	3
Educable Mentally Handicapped	0
Other Handicapping Conditions	10
Academically Gifted	77

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 20.0
EC Teachers: 3.2
Other Teachers: 4.8
Certified Staff: 31.8

ADM Tchr Assts: 14.0
EC Tchr Assts: 1.0
Clerical Staff: 2.7

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	24.3	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	12.5	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	16.4	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	12.1	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information.

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Above	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected
4	Expected	Expected	Expected	Expected	Above	Expected	Expected	Expected	Expected
5	Above	Above	Above	Above	Above	Above	Expected	Above	Above

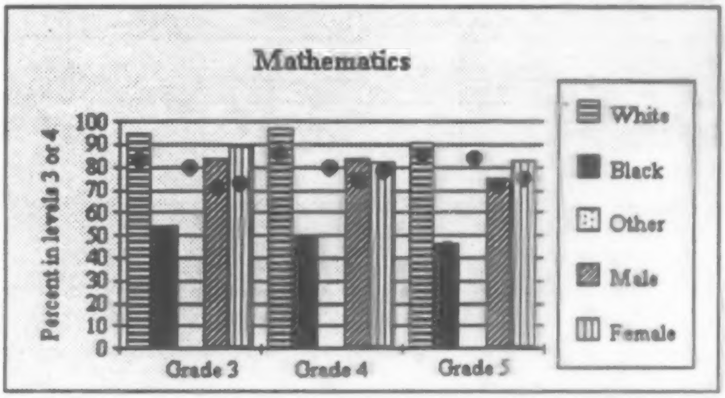
END-0F-GRADE AND WRITING TEST RESULTS

Root

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

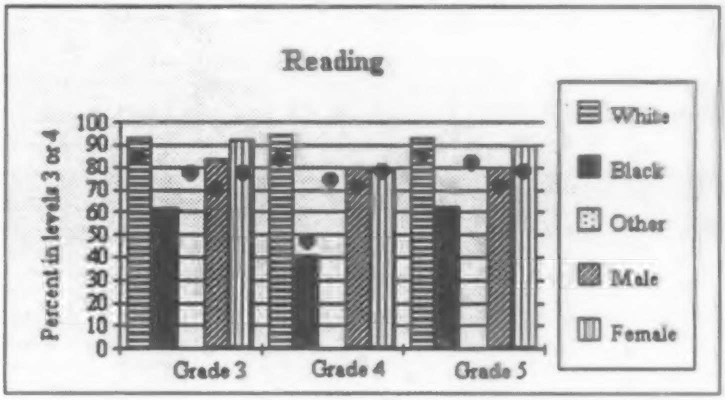
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	87	83	79
Gender			
Males	84	84	75
Females	89	82	83
Race			
Black	54	50	46
White	95	97	91
Other	NA	NA	NA

READING

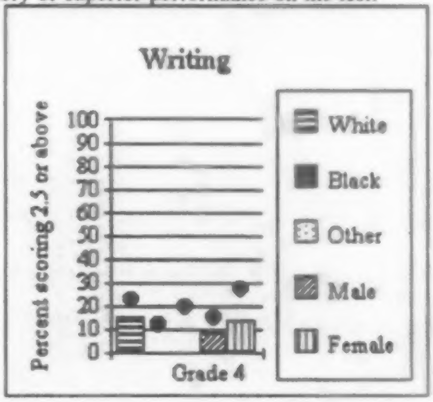
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	88	80	85
Gender			
Males	84	80	80
Females	92	79	90
Race			
Black	62	41	63
White	93	95	93
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	10
Gender	
Males	8
Females	14
Race	
Black	0
White	15
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	95.7	97.9	96.9	91.2	94.2	92.0
My child's school grounds are clean and attractive.	93.8	90.7	93.5	90.4	88.5	85.5
My child's school provides a high quality educational program.	87.4	92.8	89.8	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	88.8	88.0	87.4	82.9	84.2	82.9
My child is academically challenged in all classes.	70.4	73.8	74.9	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	68.6	78.4	79.1	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	91.0	92.4	92.5	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	80.4	78.9	85.0	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	71.7	79.5	78.1	78.4	79.5	80.3
I feel comfortable visiting my child's school.	93.8	96.7	98.0	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	96.8	96.6	95.9	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	73.7	84.1	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	92.1	93.7	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	63 %	60 %	80 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	59.4	31.0	7.7	1.8	0.0
	1992	60.0	31.5	7.7	0.9	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

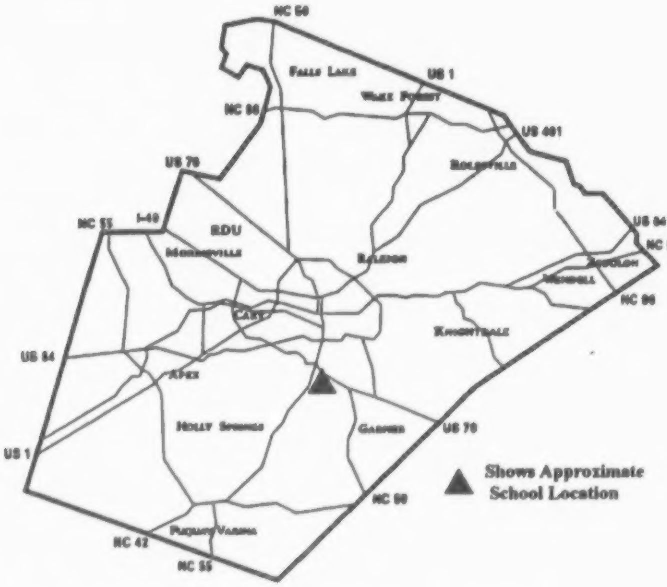
560

Smith

1101 Maxwell Drive

Raleigh 27603

PHONE : 662-2458


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
NC 42
Fuquay-Varina
NC 55
▲ Shows Approximate School Location

Principal: Brenda B. Baker

Grade Levels Served: K-5

Original Construction Date:	1964
Most Recent Renovation:	1992
Square Footage Of Building:	50,883
Size Of Property (acres):	17.0
Number Of Permanent Classrooms:	24
Number Of Portable Classrooms:	7

Magnet Program: None

Chapter One Program: HOTS & Reading Recovery

ESL (English as a Second Language) Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	631	574	559	634	601	610
Avg. DailyAttendance	Not Available	95.4 %	95.3 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	41 %	47 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	58	47	4	57	52	109
1	49	52	2	55	48	103
2	48	50	0	51	47	98
3	57	44	1	44	58	102
4	48	37	2	36	51	87
5	63	40	1	43	61	104
SCEC	14	14	0	21	7	28
Total	337	284	10	307	324	631

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	52
Behav./Emotion. Handicapped	13
Educable Mentally Handicapped	0
Other Handicapping Conditions	17
Academically Gifted	27

BEST COPY AVAILABLE

1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 24.0
EC Teachers: 5.9
Other Teachers: 8.0
Certified Staff: 42.7

ADM Tchr Assts: 16.0
EC Tchr Assts: 2.5
Clerical Staff: 2.7

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	25.3	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	12.6	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	15.4	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	11.6	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information.

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected
4	Expected	Above	Above	Expected	Expected	Expected	Expected	Expected	Expected
5	Above	Above	Expected	Above	Above	Expected	Expected	Above	Expected

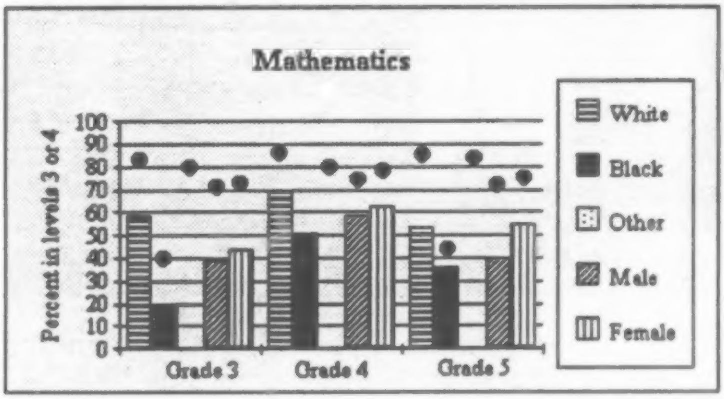
END-0F-GRADE AND WRITING TEST RESULTS

Smith

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

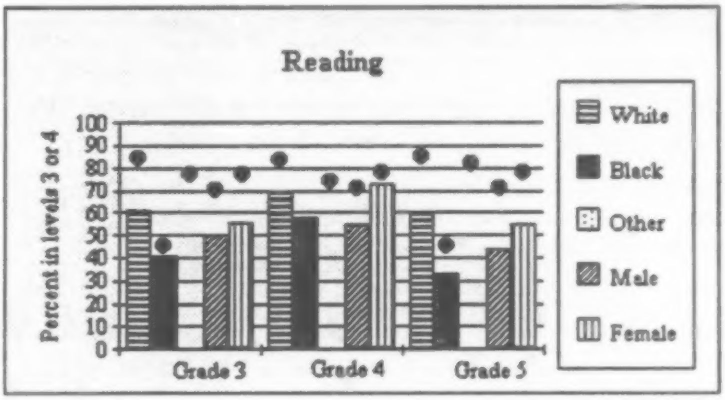
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	42	61	46
Gender			
Males	39	59	40
Females	44	63	55
Race			
Black	19	51	36
White	59	70	53
Other	NA	NA	NA

READING

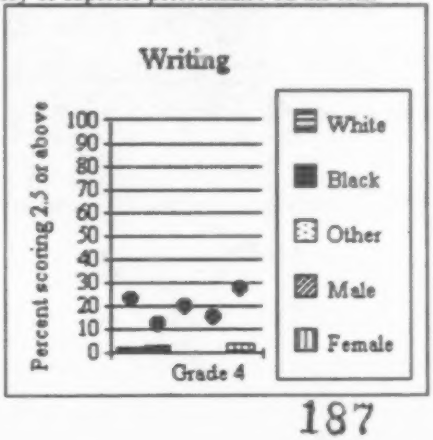
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	53	64	48
Gender			
Males	50	55	44
Females	56	73	55
Race			
Black	41	58	33
White	61	70	60
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	2
Gender	
Males	0
Females	4
Race	
Black	3
White	2
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	92.3	94.9	88.5	91.2	94.2	92.0
My child's school grounds are clean and attractive.	92.3	90.2	73.0	90.4	88.5	85.5
My child's school provides a high quality educational program.	79.9	79.9	75.5	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	83.0	84.2	80.8	82.9	84.2	82.9
My child is academically challenged in all classes.	69.4	73.2	70.9	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	75.4	72.7	70.9	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	87.3	83.4	83.1	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	83.2	80.8	79.1	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	87.3	84.5	77.6	78.4	79.5	80.3
I feel comfortable visiting my child's school.	96.1	96.0	93.2	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	94.0	93.4	90.8	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	69.7	77.5	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	92.6	91.6	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	49 %	50 %	70 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	48.0	39.8	10.4	1.9	0.0
	1992	40.0	45.9	13.3	0.7	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

564

Stough
4210 Edwards Mill Road
Raleigh 27612
PHONE : 881-4950

NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
NC 42
Fuquay Varina
NC 55
▲ Shows Approximate School Location

Principal: Sally B. Bragg

Grade Levels Served: K-5

Original Construction Date:	1968
Most Recent Renovation:	1980
Square Footage Of Building:	47,571
Size Of Property (acres):	14.8
Number Of Permanent Classrooms:	20
Number Of Portable Classrooms:	10

Magnet Program: None

Chapter One Program: Reading Recovery

ESL (English as a Second Language) Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	521	515	570	634	601	610
Avg. DailyAttendance	Not Available	95.4 %	95.3 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	27 %	24 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	53	26	5	40	44	84
1	70	32	8	60	50	110
2	47	24	6	38	39	77
3	57	17	3	44	33	77
4	53	16	7	37	39	76
5	52	20	1	30	43	73
SCEC	7	17	0	16	8	24
Total	339	152	30	265	256	521

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	24
Behav./Emotion. Handicapped	6
Educable Mentally Handicapped	0
Other Handicapping Conditions	29
Academically Gifted	79

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 19.0
EC Teachers: 5.3
Other Teachers: 5.8
Certified Staff: 34.9

ADM Tchr Assts: 13.0
EC Tchr Assts: 3.0
Clerical Staff: 2.7

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	25.8	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	13.0	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	15.6	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	11.8	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information.

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected
4	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected
5	Above	Expected	Expected	Expected	Expected	Expected	Above	Expected	Above

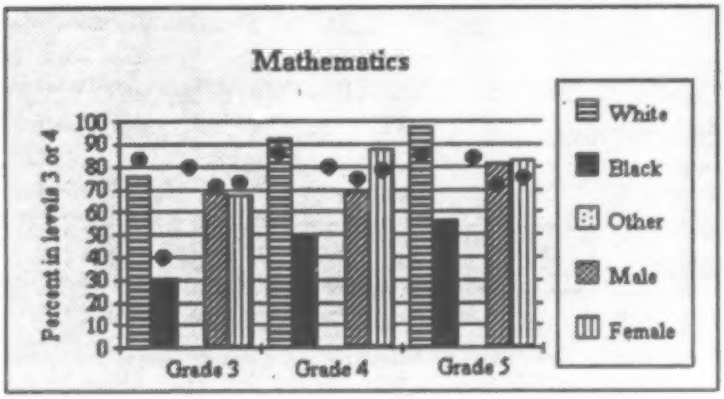
END-0F-GRADE AND WRITING TEST RESULTS

Stough

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

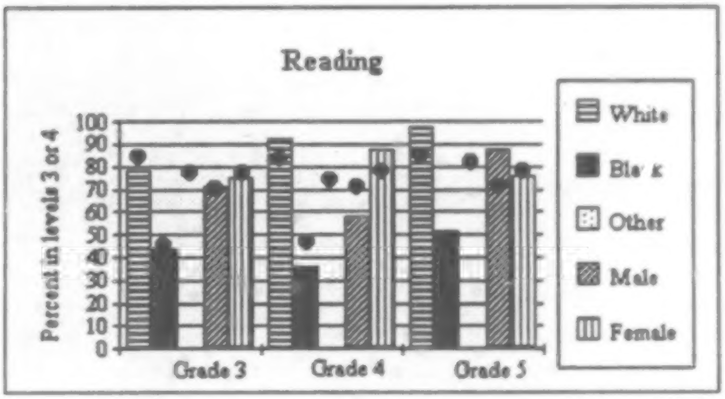
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	68	79	82
Gender			
Males	68	69	81
Females	67	88	83
Race			
Black	31	50	56
White	76	92	98
Other	NA	NA	NA

READING

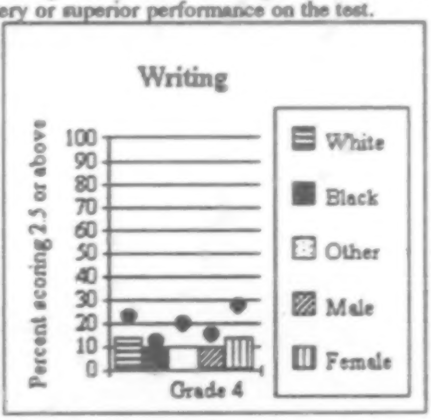
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	73	73	81
Gender			
Males	71	58	88
Females	75	88	76
Race			
Black	44	36	52
White	78	92	98
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	12
Gender	
Males	10
Females	14
Race	
Black	9
White	14
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	93.7	95.6	93.7	91.2	94.2	92.0
My child's school grounds are clean and attractive.	96.1	94.6	94.5	90.4	88.5	85.5
My child's school provides a high quality educational program.	81.8	84.5	83.7	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	84.8	86.7	86.2	82.9	84.2	82.9
My child is academically challenged in all classes.	69.4	74.7	77.1	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	70.9	77.1	74.0	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	91.5	94.9	90.9	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	83.9	81.2	83.7	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	76.3	78.1	88.4	78.4	79.5	80.3
I feel comfortable visiting my child's school.	95.8	97.3	96.2	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	94.7	95.6	94.4	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	70.2	75.6	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	91.9	93.9	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	78 %	62 %	77 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	50.3	40.2	8.4	1.2	0.0
	1992	50.7	40.3	7.9	1.0	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

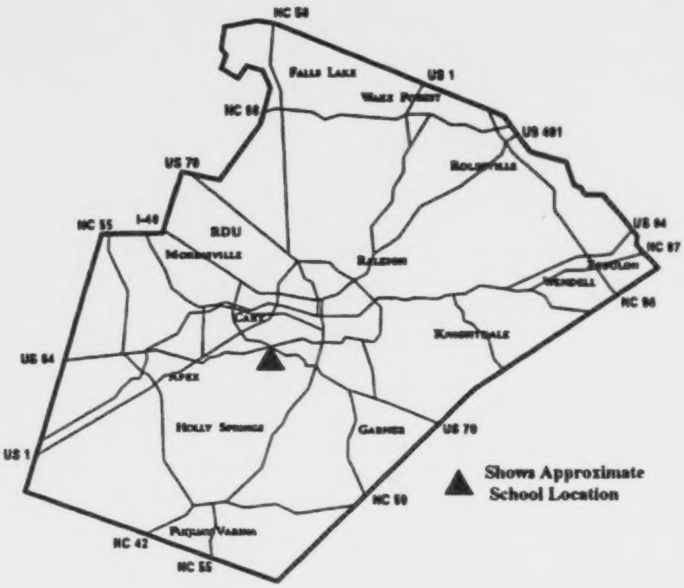
568

Swift Creek

5601 Tryon Road

Raleigh 27606

PHONE : 859-8320


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
▲ Shows Approximate School Location

Principal: Cliff Feather	
Grade Levels Served: K-5	
Original Construction Date:	1929
Most Recent Renovation:	1992
Square Footage Of Building:	69,975
Size Of Property (acres):	12.9
Number Of Permanent Classrooms:	31
Number Of Portable Classrooms:	4

Magnet Program: None

Chapter One Program: None

ESL (English as a Second Language) Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	743	703	696	634	601	610
Avg. DailyAttendance	Not Available	95.7 %	95.7 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	17 %	19 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	89	27	2	55	63	118
1	95	23	4	57	65	122
2	124	19	5	79	69	148
3	110	23	2	62	73	135
4	76	17	5	44	54	98
5	92	12	2	57	49	106
SCEC	8	7	1	10	6	16
Total	594	128	21	364	379	743

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	55
Behav./Emotion. Handicapped	4
Educable Mentally Handicapped	1
Other Handicapping Conditions	42
Academically Gifted	77

BEST COPY AVAILABLE

1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 29.0
EC Teachers: 5.2
Other Teachers: 5.6
Certified Staff: 45.1
ADM Tchr Assts: 20.0
EC Tchr Assts: 1.0
Clerical Staff: 3.0

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	25.0	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	13.3	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	17.2	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	12.8	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Above	Above	Expected	Expected	Expected	Expected	Expected	Expected	Expected
4	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected
5	Expected	Above	Above	Expected	Expected	Expected	Above	Above	Above

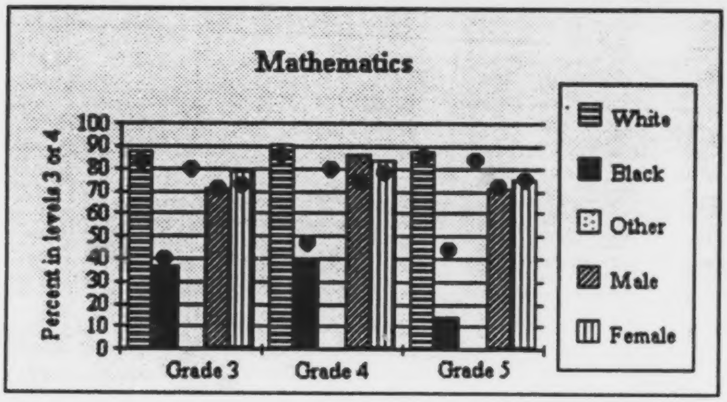
END-0F-GRADE AND WRITING TEST RESULTS

Swift Creek

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

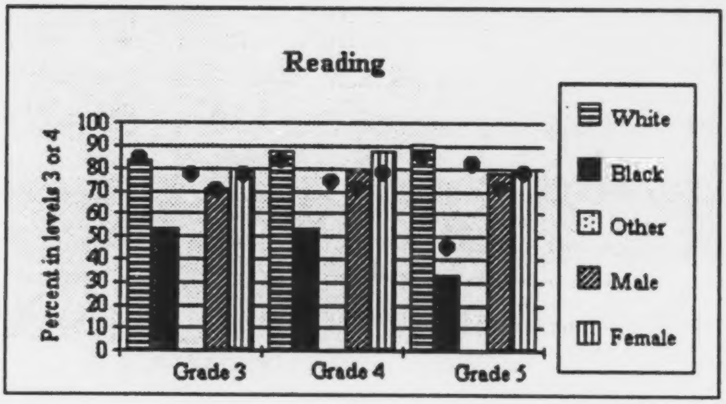
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	76	85	73
Gender			
Males	71	86	71
Females	79	84	75
Race			
Black	37	40	14
White	88	91	88
Other	NA	NA	NA

READING

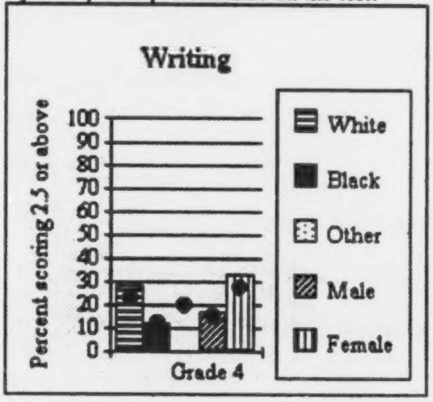
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	77	83	79
Gender			
Males	71	79	78
Females	80	88	80
Race			
Black	53	53	33
White	84	88	91
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	25
Gender	
Males	17
Females	33
Race	
Black	12
White	28
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.

This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	91.6	94.9	NA	91.2	94.2	92.0
My child's school grounds are clean and attractive.	95.4	80.9	NA	90.4	88.5	85.5
My child's school provides a high quality educational program.	82.3	76.0	NA	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	84.0	81.7	NA	82.9	84.2	82.9
My child is academically challenged in all classes.	69.9	68.4	NA	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	66.7	66.4	NA	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	88.9	86.4	NA	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	80.2	71.8	NA	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	74.5	66.3	NA	78.4	79.5	80.3
I feel comfortable visiting my child's school.	95.3	93.8	NA	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	92.4	91.8	NA	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	67.4	76.6	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	94.7	93.0	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	69 %	64 %	78 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	53.0	37.7	7.5	1.6	0.2
	1992	37.3	45.3	14.2	2.3	0.8
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

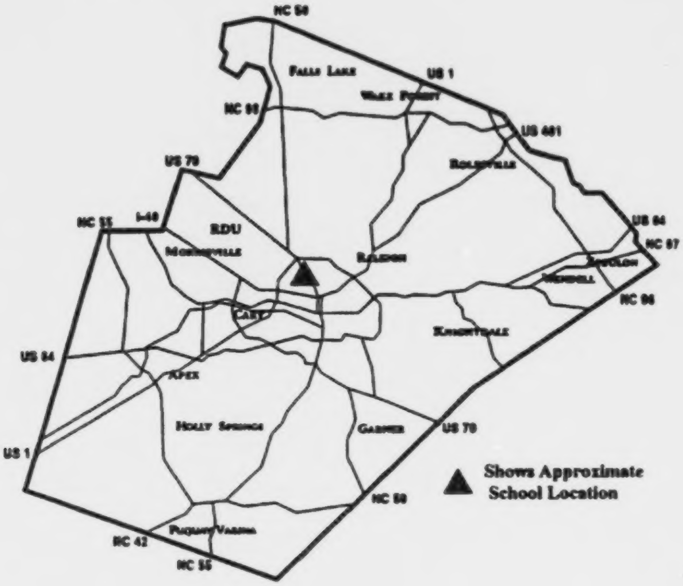
The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

572

Underwood

1614 Glenwood Avenue
Raleigh 27608
PHONE : 856-7663


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
▲ Shows Approximate School Location

Principal: Anne Dornan	
Grade Levels Served: K-5	
Original Construction Date:	1927
Most Recent Renovation:	1948
Square Footage Of Building:	43,604
Size Of Property (acres):	4.0
Number Of Permanent Classrooms:	27
Number Of Portable Classrooms:	4

Magnet Program: Gifted and Talented

Chapter One Program: None

ESL (English as a Second Language) Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	457	468	458	634	601	610
Avg. DailyAttendance	Not Available	95.9 %	95.7 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	24 %	19 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	37	21	10	34	34	68
1	46	20	10	40	36	76
2	47	18	12	37	40	77
3	51	18	6	28	47	75
4	49	13	9	39	32	71
5	51	19	4	29	45	74
SCEC	6	9	1	14	2	16
Total	287	118	52	221	236	457

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	33
Behav./Emotion. Handicapped	6
Educable Mentally Handicapped	2
Other Handicapping Conditions	29
Academically Gifted	82

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 18.0	EC Teachers: 6.1	Other Teachers: 8.5	Certified Staff: 37.4
ADM Tchr Assts: 12.0	EC Tchr Assts: 4.0	Clerical Staff: 3.3	

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	24.4	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	11.4	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	12.4	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	9.6	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Below	Expected	Expected	Expected	Expected	Expected	Expected	Expected
4	Above	Above	Above	Expected	Expected	Expected	Expected	Expected	Above
5	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected

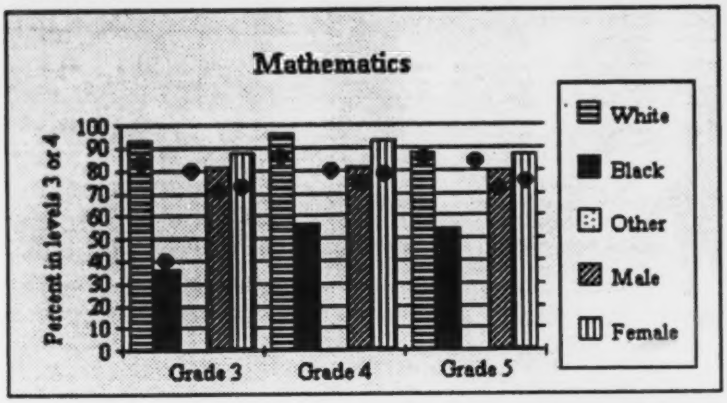
END-0F-GRADE AND WRITING TEST RESULTS

Underwood

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

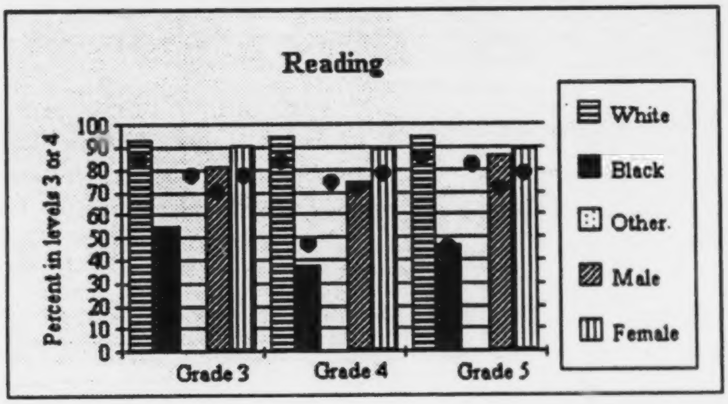
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	84	88	83
Gender			
Males	81	81	80
Females	88	93	87
Race			
Black	36	56	54
White	93	96	88
Other	NA	NA	NA

READING

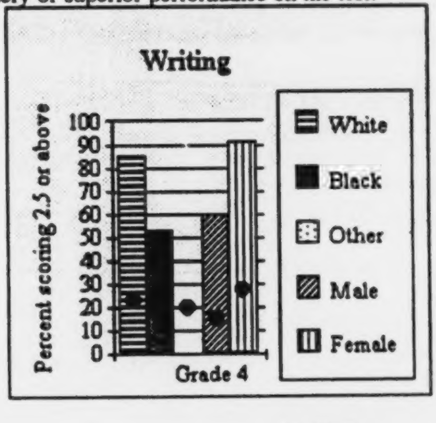
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	86	83	88
Gender			
Males	81	74	86
Females	91	89	89
Race			
Black	55	38	46
White	93	95	95
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	79
Gender	
Males	60
Females	91
Race	
Black	53
White	85
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.

This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	89.7	92.0	93.6	91.2	94.2	92.0
My child's school grounds are clean and attractive.	86.1	80.6	83.4	90.4	88.5	85.5
My child's school provides a high quality educational program.	96.4	89.5	91.6	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	87.6	83.9	84.8	82.9	84.2	82.9
My child is academically challenged in all classes.	73.2	67.9	72.7	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	80.3	74.3	79.9	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	95.9	88.9	90.3	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	84.5	76.3	83.3	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	82.7	78.8	87.1	78.4	79.5	80.3
I feel comfortable visiting my child's school.	99.0	94.5	95.8	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	95.4	92.8	96.6	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	77.6	75.6	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	93.3	85.2	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	47 %	63 %	86 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	67.7	30.2	1.0	1.0	0.0
	1992	53.2	35.4	8.9	1.7	0.8
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

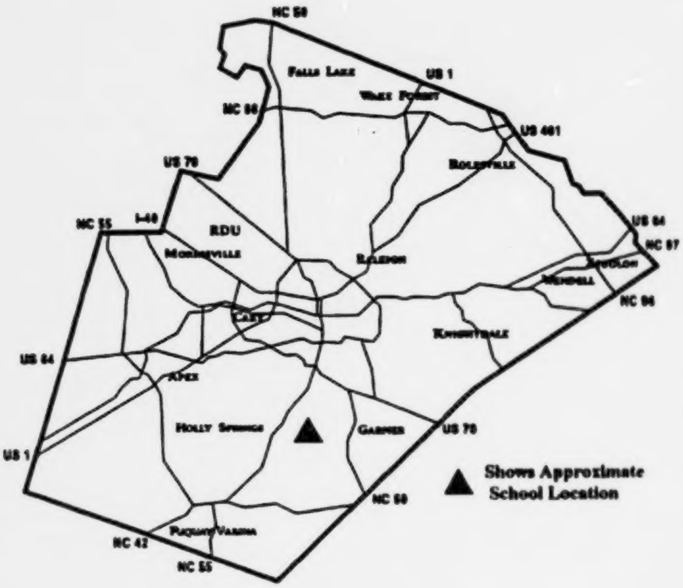
576

Vance

8808 Old Stage Road

Raleigh 27603

PHONE : 662-2472


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
I-40
NC 55
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay Varina
NC 42
NC 55
Shows Approximate School Location

Principal: John M. Butler

Grade Levels Served: K-5

Original Construction Date:	1926
Most Recent Renovation:	1988
Square Footage Of Building:	63,989
Size Of Property (acres):	17.7
Number Of Permanent Classrooms:	28
Number Of Portable Classrooms:	3

Magnet Program: None

Chapter One Program: Reading Recovery

ESL (English as a Second Language) Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	551	515	513	634	601	610
Avg. Daily Attendance	Not Available	95.4 %	95.7 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	35 %	37 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	63	37	2	49	53	102
1	46	30	1	38	39	77
2	62	38	1	56	45	101
3	61	32	0	43	50	93
4	56	30	0	44	42	86
5	43	25	2	47	23	70
SCEC	13	9	0	14	8	22
Total	344	201	6	291	260	551

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	32
Behav./Emotion. Handicapped	4
Educable Mentally Handicapped	7
Other Handicapping Conditions	28
Academically Gifted	18

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 21.0 EC Teachers: 5.5 Other Teachers: 6.8 Certified Staff: 37.5

ADM Tchr Assts: 15.0 EC Tchr Assts: 5.0 Clerical Staff: 2.7

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	25.2	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	12.4	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	15.0	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	10.6	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information.

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Below	Below	Below	Below	Below	Below	Expected	Expected	Expected
4	Below	Below	Below	Below	Below	Expected	Expected	Expected	Expected
5	Expected	Expected	Below	Below	Below	Expected	Expected	Below	Expected

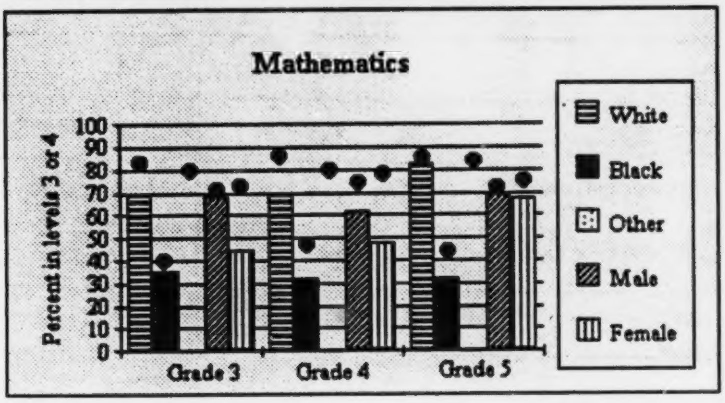
END-0F-GRADE AND WRITING TEST RESULTS

Vance

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

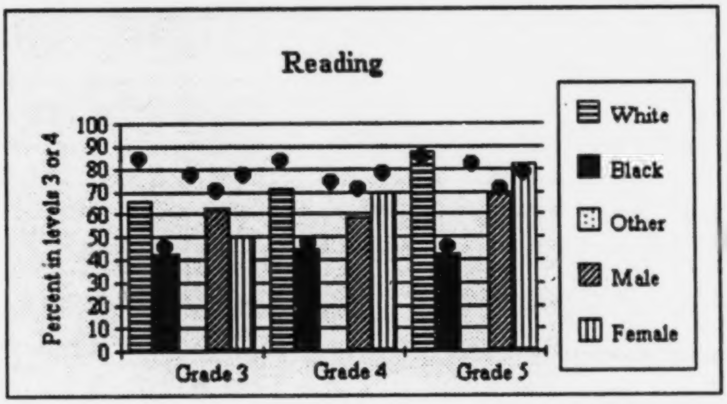
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd 4	Gd. 5
Total School	58	56	68
Gender			
Males	68	62	69
Females	45	48	67
Race			
Black	35	32	32
White	70	69	83
Other	NA	NA	NA

READING

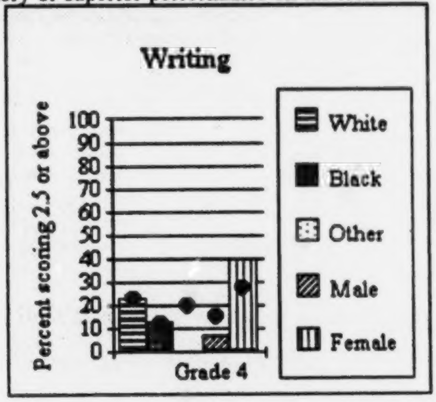
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	56	63	75
Gender			
Males	63	59	69
Females	50	70	82
Race			
Black	42	45	42
White	66	71	88
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	19
Gender	
Males	7
Females	40
Race	
Black	13
White	23
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	89.0	94.7	94.8	91.2	94.2	92.0
My child's school grounds are clean and attractive.	96.7	93.9	97.1	90.4	88.5	85.5
My child's school provides a high quality educational program.	68.3	84.3	82.8	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	77.6	83.1	82.9	82.9	84.2	82.9
My child is academically challenged in all classes.	55.6	69.0	72.1	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	62.8	81.9	79.7	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	90.6	91.6	90.2	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	77.4	82.1	86.0	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	74.4	80.5	84.8	78.4	79.5	80.3
I feel comfortable visiting my child's school.	97.1	95.4	94.8	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	90.2	94.6	93.8	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	66.2	80.3	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	87.2	89.0	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	49 %	58 %	69 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	42.0	38.2	15.1	4.2	0.4
	1992	48.7	36.8	10.0	3.1	1.5
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

Pg 1

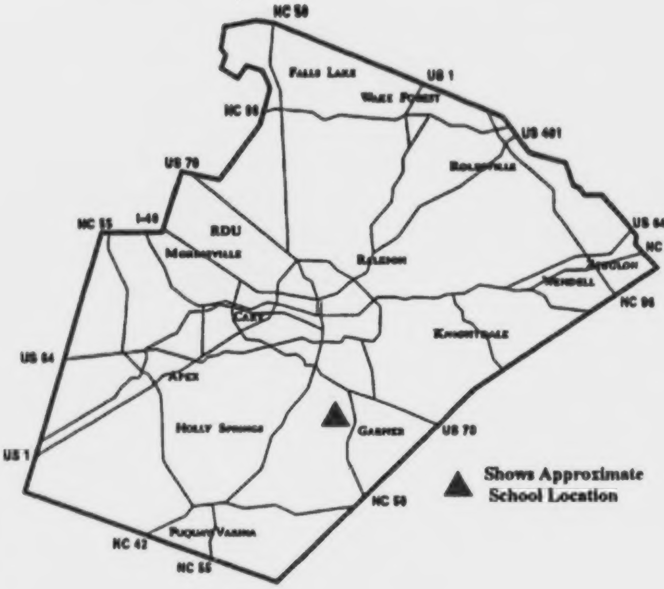
580

Vandora Springs

1300 Vandora Springs Road

Garner 27529

PHONE : 662-2486


NC 50
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Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
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RDU
Morrisville
US 64
NC 97
Zebulon
Raleigh
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
▲ Shows Approximate School Location
NC 50
Fuquay-Varina
NC 42
NC 55

Principal: Sue B. King	
Grade Levels Served: K-5	
Original Construction Date:	1959
Most Recent Renovation:	1990
Square Footage Of Building:	56,025
Size Of Property (acres):	18.8
Number Of Permanent Classrooms:	25
Number Of Portable Classrooms:	5
Magnet Program: None	
Chapter One Program: Reading Recovery	
ESL (English as a Second Language) Services: None	

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	561	564	550	634	601	610
Avg. DailyAttendance	Not Available	96.2 %	96.2 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	28 %	29 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	59	40	2	56	45	101
1	58	31	0	45	44	89
2	60	32	0	51	41	92
3	50	35	2	39	48	87
4	55	28	0	39	44	83
5	65	25	0	43	47	90
SCEC	3	16	0	13	6	19
Total	350	207	4	286	275	561

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	12
Behav./Emotion. Handicapped	4
Educable Mentally Handicapped	11
Other Handicapping Conditions	30
Academically Gifted	33

BEST COPY AVAILABLE

1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 20.0
EC Teachers: 5.6
Other Teachers: 8.3
Certified Staff: 38.7

ADM Tchr Assts: 14.0
EC Tchr Assts: 3.0
Clerical Staff: 2.7

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	27.1	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	12.8	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	13.9	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	10.6	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected
4	Below	Below	Expected	Expected	Below	Expected	Expected	Expected	Expected
5	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected

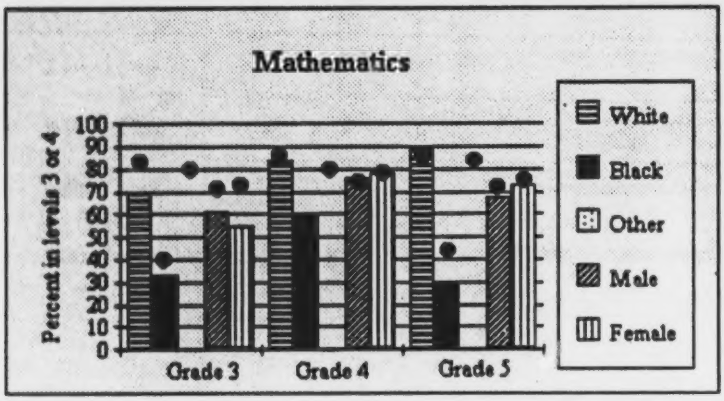
END-0F-GRADE AND WRITING TEST RESULTS

Vandora Springs

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

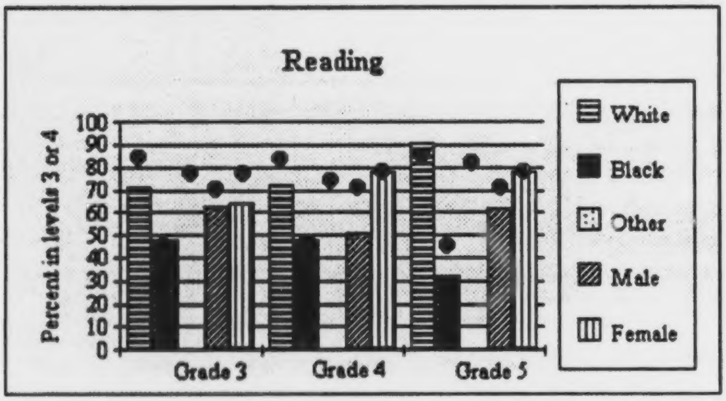
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	58	77	70
Gender Males	61	76	67
Females	55	78	73
Race Black	33	60	28
White	70	84	89
Other	NA	NA	NA

READING

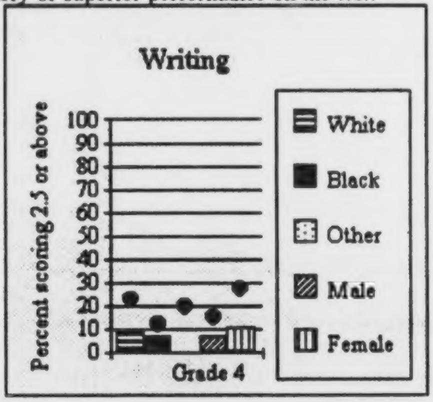
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	64	65	70
Gender Males	63	51	62
Females	64	78	78
Race Black	48	48	32
White	71	72	91
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	9
Gender Males	7
Females	11
Race Black	7
White	9
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	91.7	94.5	93.4	91.2	94.2	92.0
My child's school grounds are clean and attractive.	95.0	86.8	90.9	90.4	88.5	85.5
My child's school provides a high quality educational program.	77.1	78.2	80.4	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	80.1	83.6	85.4	82.9	84.2	82.9
My child is academically challenged in all classes.	66.9	75.0	76.4	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	70.8	78.7	73.7	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	85.2	86.0	88.7	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	81.6	82.8	82.4	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	78.6	84.3	82.1	78.4	79.5	80.3
I feel comfortable visiting my child's school.	96.4	94.2	96.7	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	93.5	92.4	93.4	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	63.1	77.0	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	91.9	89.8	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	66 %	59 %	74 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	47.9	37.5	13.1	1.5	0.0
	1992	39.6	44.4	13.1	2.2	0.7
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

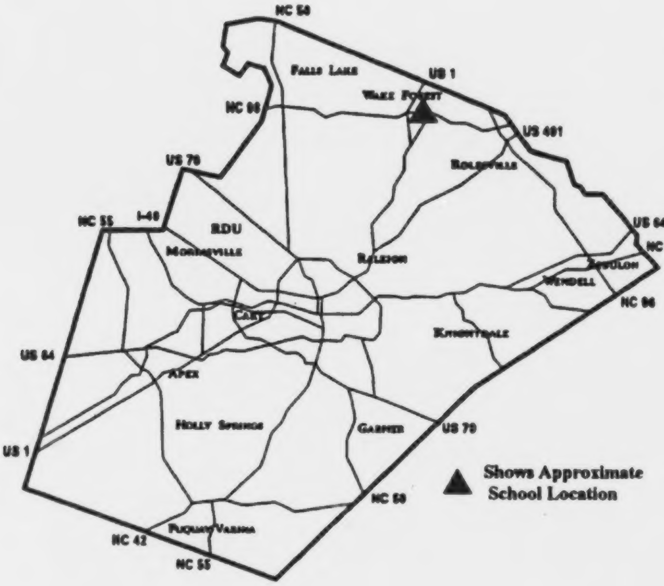
The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

584

Wake Forest

136 W. Sycamore Avenue
Wake Forest 27587
PHONE : 554-8655


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
NC 42
Fuquay Varina
NC 55
▲ Shows Approximate School Location

Principal:	Eugene Adams
Grade Levels Served:	K-5
Original Construction Date:	1922
Most Recent Renovation:	1992
Square Footage Of Building:	111,583
Size Of Property (acres):	15.8
Number Of Permanent Classrooms:	46
Number Of Portable Classrooms:	9
Magnet Program:	Gifted and Talented
Chapter One Program:	Reading Recovery
ESL (English as a Second Language) Services:	None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	1009	943	1026	634	601	610
Avg. DailyAttendance	Not Available	95.9 %	95.8 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	30 %	32 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	138	48	6	96	96	192
1	144	34	3	91	90	181
2	127	33	3	75	88	163
3	130	33	4	99	68	167
4	119	34	1	79	75	154
5	96	30	3	74	55	129
SCEC	8	15	0	16	7	23
Total	762	227	20	530	479	1009

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	56
Behav./Emotion. Handicapped	5
Educable Mentally Handicapped	15
Other Handicapping Conditions	35
Academically Gifted	55

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 39.0
EC Teachers: 10.0
Other Teachers: 13.0
Certified Staff: 68.3
ADM Tchr Assts: 27.0
EC Tchr Assts: 5.0
Clerical Staff: 3.7

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	25.2	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	12.4	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	15.0	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	10.9	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Expected	Expected	Expected	Expected	Below	Expected	Expected
4	Expected	Expected	Expected	Expected	Expected	Expected	Above	Expected	Expected
5	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected

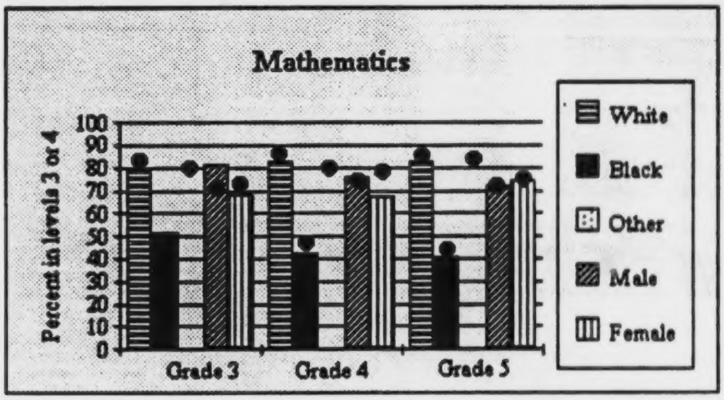
END-0F-GRADE AND WRITING TEST RESULTS

Wake Forest

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

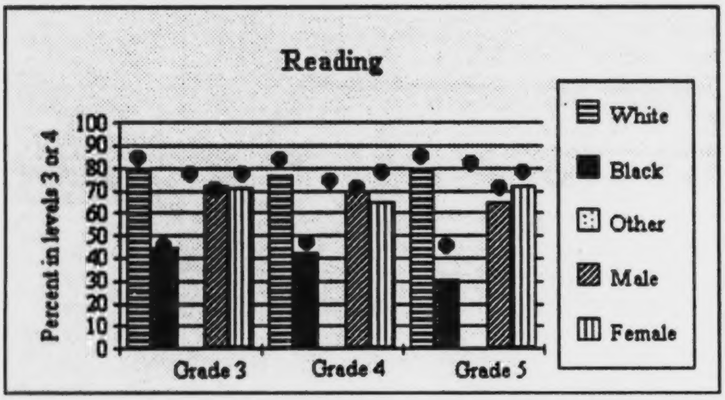
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	74	73	73
Gender			
Males	81	76	72
Females	68	67	74
Race			
Black	52	42	41
White	80	83	83
Other	NA	NA	NA

READING

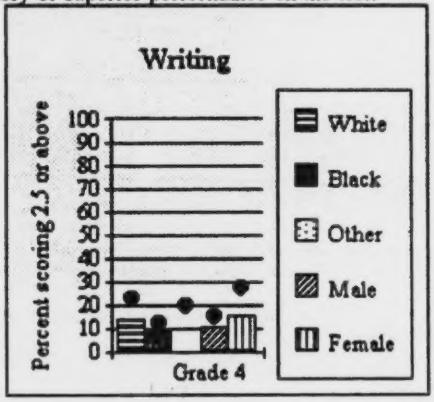
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	71	68	69
Gender			
Males	72	70	65
Females	71	65	72
Race			
Black	45	42	31
White	80	77	79
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	13
Gender	
Males	11
Females	15
Race	
Black	10
White	14
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	87.9	93.3	82.5	91.2	94.2	92.0
My child's school grounds are clean and attractive.	86.1	83.2	50.0	90.4	88.5	85.5
My child's school provides a high quality educational program.	83.0	82.2	80.1	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	82.7	83.0	82.4	82.9	84.2	82.9
My child is academically challenged in all classes.	73.7	72.9	74.7	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	72.0	69.5	71.2	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	89.4	90.4	85.5	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	82.1	80.8	78.0	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	78.3	77.3	75.3	78.4	79.5	80.3
I feel comfortable visiting my child's school.	96.3	94.9	94.4	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	94.6	93.7	90.8	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	64.9	69.9	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	94.2	87.3	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	56 %	51 %	67 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	49.1	40.8	8.3	1.4	0.4
	1992	39.1	46.1	11.6	2.7	0.5
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

Pg 1

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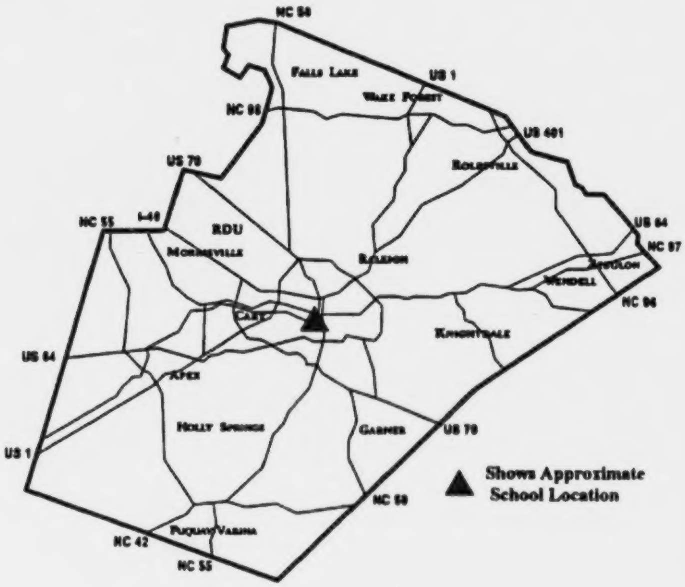
Washington

1000 Fayetteville Street

Raleigh 27601

PHONE : 856-7960


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
▲ Shows Approximate School Location

Principal: Allynna T. Stone

Grade Levels Served: K-5

Original Construction Date:	1924
Most Recent Renovation:	1991
Square Footage Of Building:	81,705
Size Of Property (acres):	27.2
Number Of Permanent Classrooms:	36
Number Of Portable Classrooms:	0

Magnet Program: Gifted and Talented

Chapter One Program: None

ESL (English as a Second Language) Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	565	565	551	634	601	610
Avg. DailyAttendance	Not Available	95.5 %	95.8 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	25 %	22 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	42	27	9	44	34	78
1	63	30	12	54	51	105
2	59	28	7	54	40	94
3	77	22	3	50	52	102
4	55	12	5	33	39	72
5	68	21	7	58	38	96
SCEC	4	13	1	11	7	18
Total	368	153	44	304	261	565

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	30
Behav./Emotion. Handicapped	2
Educable Mentally Handicapped	6
Other Handicapping Conditions	31
Academically Gifted	112

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 22.0
EC Teachers: 6.6
Other Teachers: 8.6
Certified Staff: 42.5
ADM Tchr Assts: 15.0
EC Tchr Assts: 5.0
Clerical Staff: 2.7

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	24.6	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	11.9	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	13.7	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	10.2	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Above	Expected	Above	Above	Expected	Above	Expected
4	Expected	Expected	Below	Expected	Above	Expected	Expected	Above	Above
5	Below	Below	Expected	Expected	Expected	Expected	Expected	Expected	Above

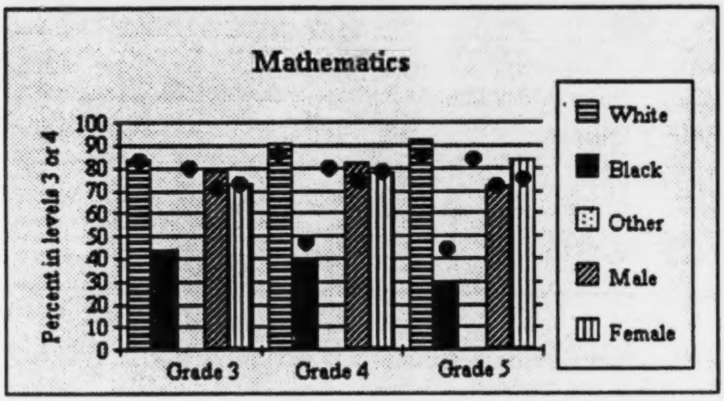
END-0F-GRADE AND WRITING TEST RESULTS

. **Washington**

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

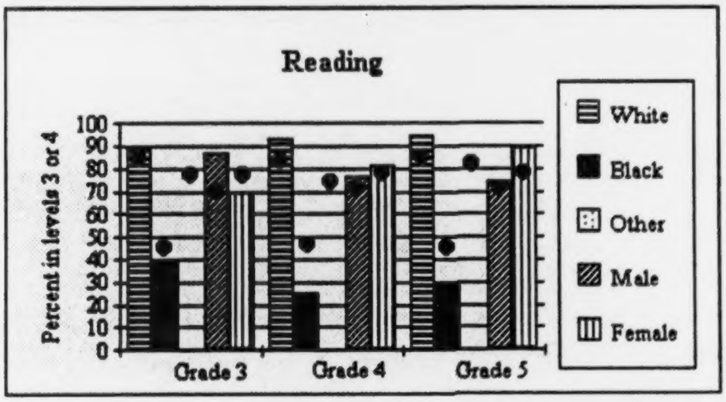
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	76	81	78
Gender			
Males	79	82	72
Females	73	78	84
Race			
Black	44	40	28
White	84	91	92
Other	NA	NA	NA

READING

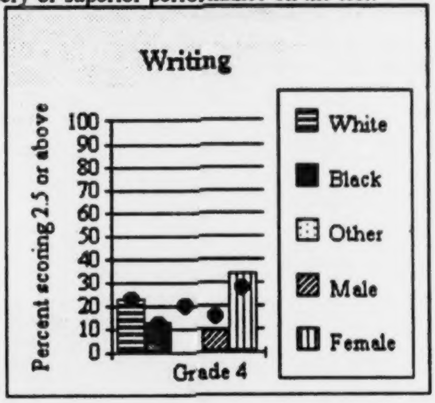
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	79	79	82
Gender			
Males	87	77	74
Females	70	81	89
Race			
Black	39	25	28
White	90	93	95
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	19
Gender	
Males	9
Females	34
Race	
Black	13
White	23
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	72.0	84.6	82.9	91.2	94.2	92.0
My child's school grounds are clean and attractive.	79.2	78.0	80.5	90.4	88.5	85.5
My child's school provides a high quality educational program.	87.0	90.5	91.7	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	85.3	86.8	82.8	82.9	84.2	82.9
My child is academically challenged in all classes.	64.7	64.3	66.9	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	72.7	78.1	78.1	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	86.7	85.1	89.8	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	84.1	80.6	86.7	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	78.6	71.9	91.4	78.4	79.5	80.3
I feel comfortable visiting my child's school.	96.9	96.1	96.3	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	95.7	93.8	96.0	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	69.5	79.6	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	90.6	89.1	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	81 %	64 %	77 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	49.0	41.1	8.6	1.0	0.2
	1992	43.8	44.1	11.0	1.0	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

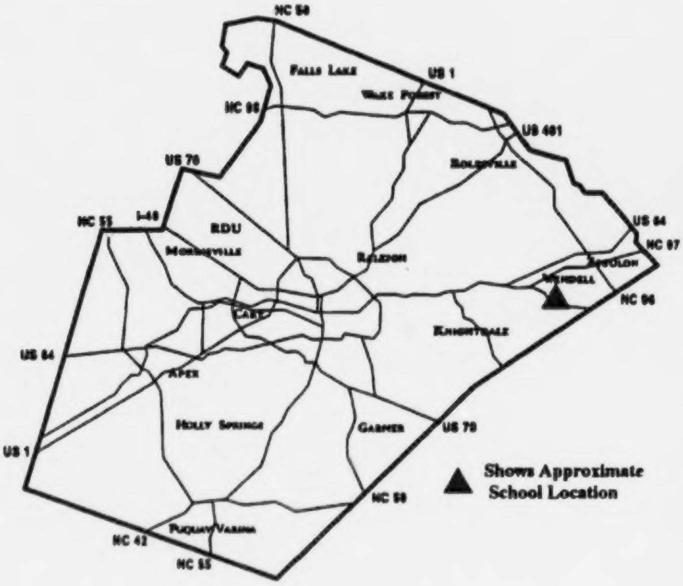
600

Wendell

212 W. Wilson Avenue

Wendell 27591

PHONE : 365-2660


NC 50
FALLS LAKE
US 1
WAKE FOREST
NC 98
US 401
US 70
ROLESVILLE
NC 55
I-40
RDU
MORRISVILLE
RALEIGH
US 64
NC 97
ZEBULON
WENDELL
NC 96
CARY
KNIGHTDALE
US 64
APEX
HOLLY SPRINGS
GARNER
US 70
US 1
NC 50
FUQUAY VARINA
NC 42
NC 55
▲ Shows Approximate School Location

Principal: S. Elizabeth Rountree

Grade Levels Served: 2-5

Original Construction Date:	1936
Most Recent Renovation:	1985
Square Footage Of Building:	84,250
Size Of Property (acres):	9.7
Number Of Permanent Classrooms:	34
Number Of Portable Classrooms:	0

Magnet Program: Gifted and Talented

Chapter One Program: Reading Recovery

ESL (English as a Second Language) Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	591	578	564	634	601	610
Avg. DailyAttendance	Not Available	95.9 %	95.8 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	38 %	38 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	0	0	0	0	0	0
1	0	0	0	0	0	0
2	90	43	6	58	81	139
3	93	36	3	59	73	132
4	95	44	8	75	72	147
5	99	30	1	60	70	130
SCEC	24	19	0	30	13	43
Total	401	172	18	282	309	591

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	70
Behav./Emotion. Handicapped	10
Educable Mentally Handicapped	8
Other Handicapping Conditions	20
Academically Gifted	30

BEST COPY AVAILABLE

1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 21.0	EC Teachers: 7.0	Other Teachers: 9.5	Certified Staff: 42.4
ADM Tchr Assts: 11.0	EC Tchr Assts: 4.0	Clerical Staff: 2.9	

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	25.7	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	13.0	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	14.4	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	11.6	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information.

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Below	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected
4	Above	Expected	Expected	Expected	Below	Expected	Expected	Below	Below
5	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected

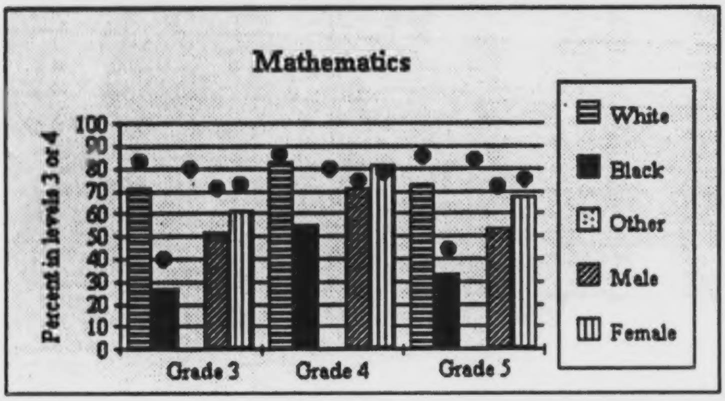
END-0F-GRADE AND WRITING TEST RESULTS

Wendell

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

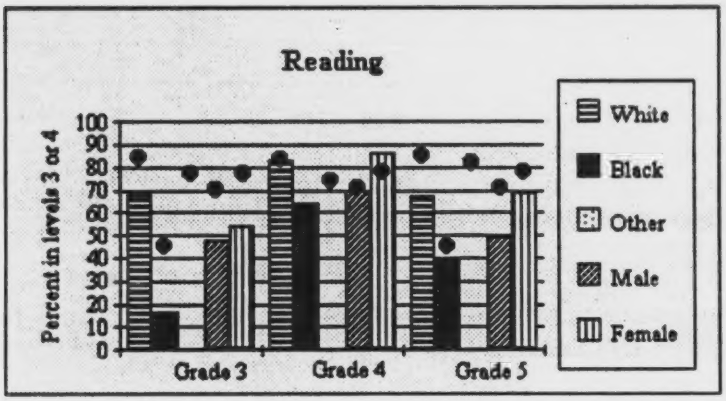
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	56	76	59
Gender			
Males	52	71	53
Females	61	81	67
Race			
Black	27	55	33
White	71	83	73
Other	NA	NA	NA

READING

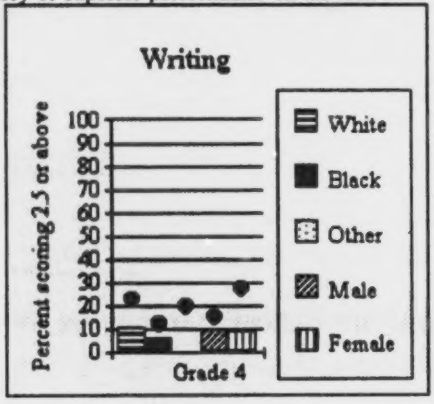
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	51	79	58
Gender			
Males	48	70	49
Females	54	86	69
Race			
Black	17	64	40
White	68	83	67
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	10
Gender	
Males	10
Females	9
Race	
Black	6
White	11
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.

This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	93.1	94.6	93.9	91.2	94.2	92.0
My child's school grounds are clean and attractive.	95.7	97.6	96.6	90.4	88.5	85.5
My child's school provides a high quality educational program.	83.5	86.7	83.8	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	77.9	83.2	83.0	82.9	84.2	82.9
My child is academically challenged in all classes.	69.5	72.3	73.7	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	71.1	74.7	77.3	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	85.4	88.6	87.0	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	76.2	78.0	78.3	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	72.7	75.0	72.8	78.4	79.5	80.3
I feel comfortable visiting my child's school.	88.5	84.9	87.5	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	82.2	83.3	84.8	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	60.2	72.7	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	89.6	90.5	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	63 %	70 %	87 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	44.2	38.6	14.5	2.1	0.6
	1992	39.1	43.8	12.9	3.0	1.1
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

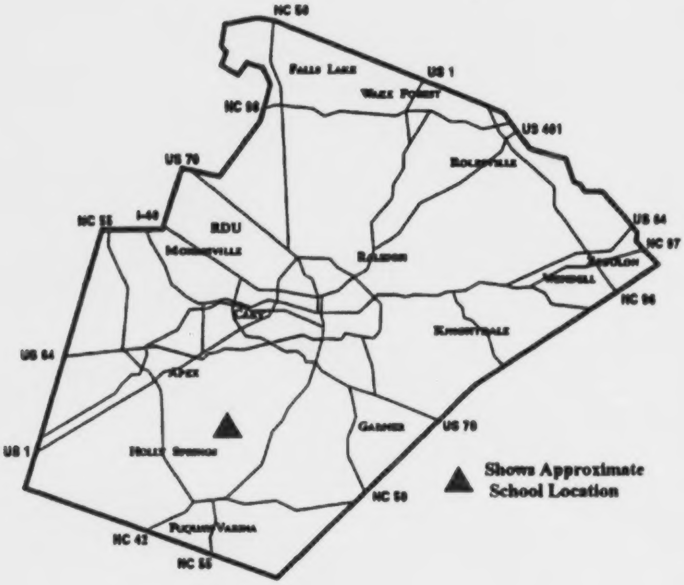
The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

606

West Lake

4500 West Lake Road
Apex 27502
PHONE : 662-2300


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Garner
US 70
US 1
Holly Springs
NC 50
Fuquay-Varina
NC 42
NC 55
▲ Shows Approximate School Location

Principal:	Patricia S. Ball
Grade Levels Served:	K-5
Original Construction Date:	1991
Most Recent Renovation:	1991
Square Footage Of Building:	69,981
Size Of Property (acres):	25.0
Number Of Permanent Classrooms:	35
Number Of Portable Classrooms:	4
Magnet Program:	Year-Round
Chapter One Program:	None
ESL (English as a Second Language) Services:	None
Pre-K Program:	For Handicapped Students

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	973	778		634	601	610
Avg. DailyAttendance	Not Available	96.5 %	0.0 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	9 %	7 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	154	15	2	91	80	171
1	155	14	2	92	79	171
2	140	24	6	86	84	170
3	153	18	2	83	90	173
4	127	18	1	68	78	146
5	105	13	0	60	58	118
SCEC	14	10	0	16	8	24
Total	848	112	13	496	477	973

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	62
Behav./Emotion. Handicapped	8
Educable Mentally Handicapped	5
Other Handicapping Conditions	51
Academically Gifted	108

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 36.0	EC Teachers: 8.5	Other Teachers: 7.3	Certified Staff: 58.5
ADM Tchr Assts: 26.0	EC Tchr Assts: 5.0	Clerical Staff: 4.2	

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	26.4	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	13.7	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	16.3	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	11.5	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3									
4									
5									

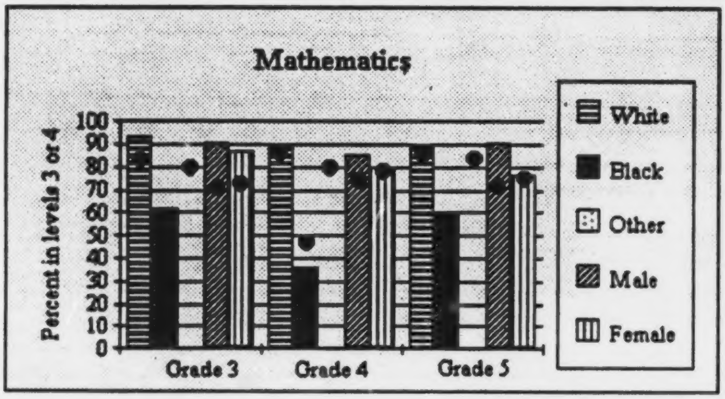
END-0F-GRADE AND WRITING TEST RESULTS

West Lake

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

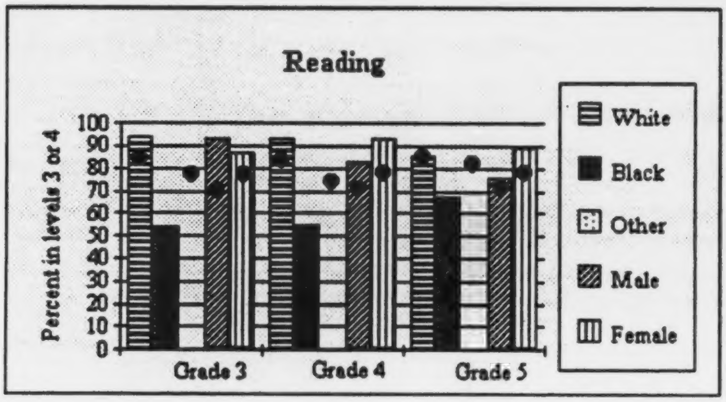
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	89	83	85
Gender Males	91	85	91
Females	87	80	77
Race Black	62	36	60
White	93	90	89
Other	NA	NA	NA

READING

The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	90	88	82
Gender Males	93	83	76
Females	87	93	89
Race Black	54	55	67
White	94	93	85
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.

Category	Gd. 4
Total School	NA
Gender Males	NA
Females	NA
Race Black	NA
White	NA
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.

This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	97.1	98.4	NA	91.2	94.2	92.0
My child's school grounds are clean and attractive.	92.7	92.9	NA	90.4	88.5	85.5
My child's school provides a high quality educational program.	91.8	88.1	NA	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	87.9	86.8	NA	82.9	84.2	82.9
My child is academically challenged in all classes.	74.7	74.9	NA	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	76.6	78.9	NA	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	88.2	90.7	NA	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	83.7	83.3	NA	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	82.9	81.8	NA	78.4	79.5	80.3
I feel comfortable visiting my child's school.	92.2	94.0	NA	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	94.4	92.3	NA	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	73.8	77.1	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	89.2	89.8	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	67 %	80 %		60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	64.0	30.4	5.2	0.3	0.0
	1992	62.2	31.7	5.9	0.2	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

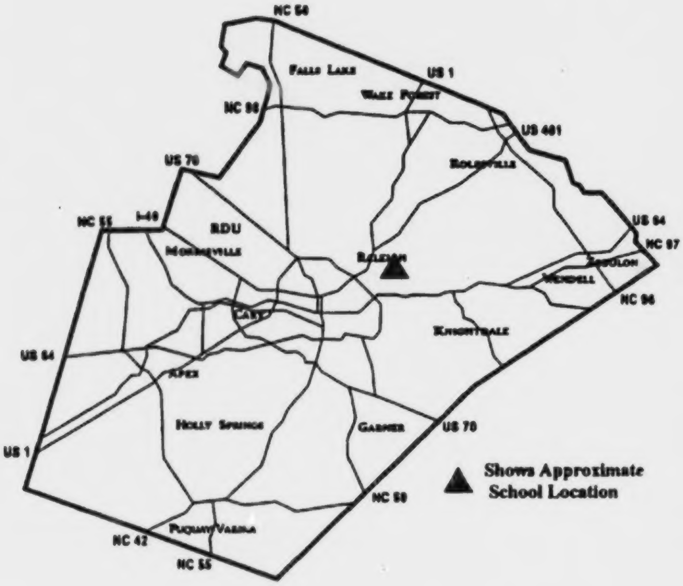
616

Wilburn

3707 Marsh Creek Road

Raleigh 27604

PHONE : 850-8738


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay Varina
NC 42
NC 55
▲ Shows Approximate School Location

Principal: Darryl T. Fisher

Grade Levels Served: K-5

Original Construction Date:	1962
Most Recent Renovation:	1992
Square Footage Of Building:	54,034
Size Of Property (acres):	16.4
Number Of Permanent Classrooms:	24
Number Of Portable Classrooms:	5

Magnet Program: None

Chapter One Program: Reading Recovery

ESL (English as a Second Language) Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	542	522	522	634	601	610
Avg. DailyAttendance	Not Available	95.6 %	96.0 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	35 %	30 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	49	39	3	47	44	91
1	57	41	5	57	46	103
2	49	39	7	51	44	95
3	39	45	3	41	46	87
4	39	35	1	37	38	75
5	41	23	4	41	27	68
SCEC	13	10	0	15	8	23
Total	287	232	23	289	253	542

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	40
Behav./Emotion. Handicapped	5
Educable Mentally Handicapped	11
Other Handicapping Conditions	19
Academically Gifted	65

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 22.0
EC Teachers: 6.5
Other Teachers: 6.8
Certified Staff: 40.0
ADM Tchr Assts: 15.0
EC Tchr Assts: 3.0
Clerical Staff: 2.7

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	22.9	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	11.5	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	13.8	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	10.4	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information.

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Below	Below	Below	Below	Below	Below	Below	Below	Below
4	Below	Below	Below	Above	Above	Expected	Above	Above	Above
5	Expected	Below	Expected	Below	Below	Below	Expected	Expected	Above

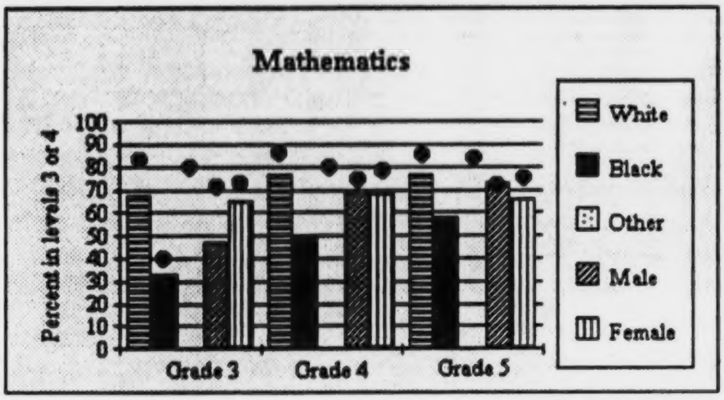
END-0F-GRADE AND WRITING TEST RESULTS

Wilburn

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

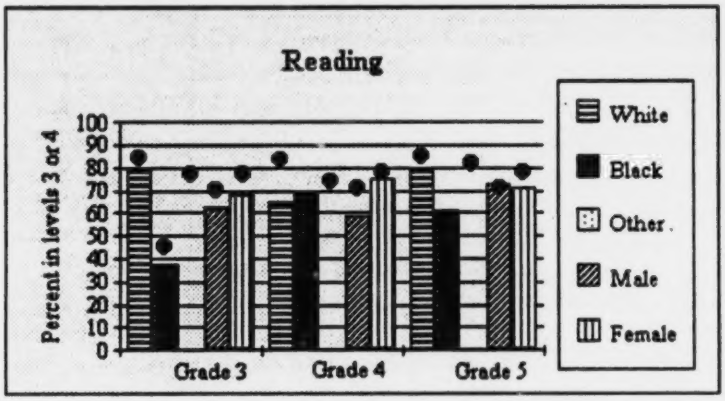
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	56	69	69
Gender			
Males	47	70	73
Females	65	68	66
Race			
Black	33	50	58
White	67	77	77
Other	NA	NA	NA

READING

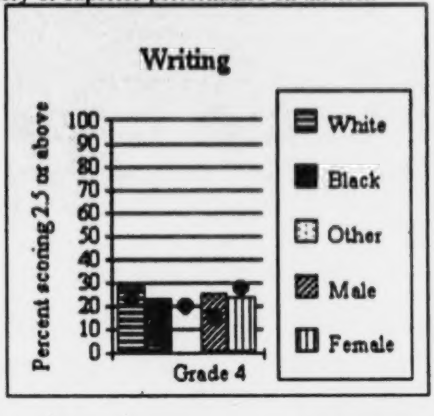
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	66	66	72
Gender			
Males	63	59	73
Females	68	75	71
Race			
Black	38	70	61
White	79	65	80
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	25
Gender	
Males	25
Females	24
Race	
Black	23
White	28
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.

This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	93.0	92.6	87.2	91.2	94.2	92.0
My child's school grounds are clean and attractive.	92.5	86.5	55.2	90.4	88.5	85.5
My child's school provides a high quality educational program.	81.5	75.9	71.3	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	76.7	78.0	81.8	82.9	84.2	82.9
My child is academically challenged in all classes.	74.2	68.0	71.8	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	73.5	72.8	72.7	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	84.1	81.5	88.3	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	80.2	74.5	83.5	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	86.1	81.5	85.1	78.4	79.5	80.3
I feel comfortable visiting my child's school.	97.5	92.6	95.9	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	96.5	90.0	93.1	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	66.5	76.0	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	93.0	89.3	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	40 %	54 %	70 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	48.0	40.3	9.7	1.5	0.5
	1992	40.1	39.7	17.7	2.2	0.4
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

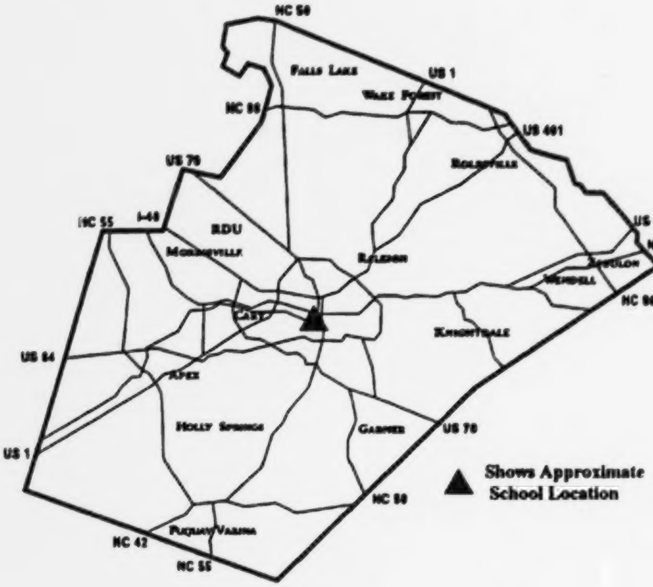
620

Wiley

301 St. Mary's Street

Raleigh 27605

PHONE : 856-7723


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
Rolesville
US 70
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
NC 42
Fuquay-Varina
NC 55
▲ Shows Approximate School Location

Principal: Cecilia Rawlins	
Grade Levels Served: K-5	
Original Construction Date:	1923
Most Recent Renovation:	1989
Square Footage Of Building:	50,086
Size Of Property (acres):	5.0
Number Of Permanent Classrooms:	23
Number Of Portable Classrooms:	3

Magnet Program: International Studies

Chapter One Program: Reading Recovery

ESL (English as a Second Language) Services: Yes

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	380	377	422	634	601	610
Avg. DailyAttendance	Not Available	95.0 %	96.1 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	29 %	32 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	41	15	6	28	34	62
1	32	20	7	28	31	59
2	44	21	5	31	39	70
3	47	10	2	33	26	59
4	36	10	6	30	22	52
5	36	18	5	28	31	59
SCEC	2	17	0	14	5	19
Total	238	111	31	192	188	380

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	29
Behav./Emotion. Handicapped	8
Educable Mentally Handicapped	3
Other Handicapping Conditions	20
Academically Gifted	57

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 15.0 EC Teachers: 5.4 Other Teachers: 10.9 Certified Staff: 36.5

ADM Tchr Assts: 10.0 EC Tchr Assts: 3.0 Clerical Staff: 2.5

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	23.9	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	10.0	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	10.8	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	8.9	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information.

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Above	Expected	Above	Expected	Expected	Expected	Above	Expected	Expected
4	Above	Above	Expected	Expected	Expected	Expected	Expected	Above	Expected
5	Expected	Expected	Expected	Expected	Expected	Expected	Above	Expected	Expected

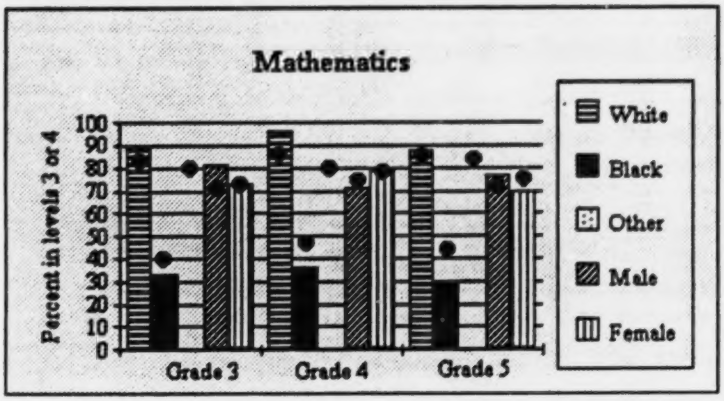
END-OF-GRADE AND WRITING TEST RESULTS

Wiley

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

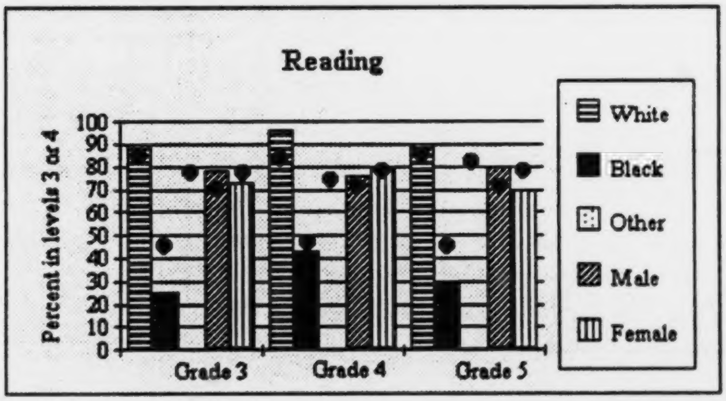
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	78	75	73
Gender			
Males	81	71	77
Females	73	79	70
Race			
Black	33	36	29
White	90	96	88
Other	NA	NA	NA

READING

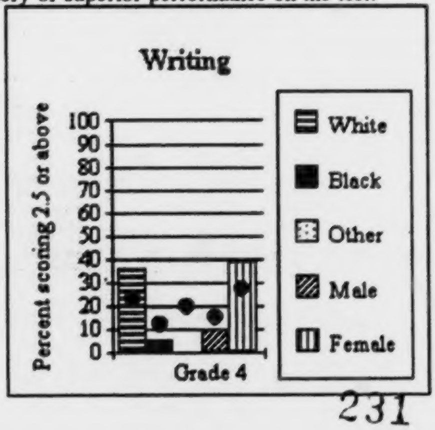
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	76	78	75
Gender			
Males	78	76	80
Females	73	79	70
Race			
Black	25	43	29
White	90	96	90
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	25
Gender	
Males	10
Females	39
Race	
Black	5
White	36
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.

This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	92.7	95.0	96.5	91.2	94.2	92.0
My child's school grounds are clean and attractive.	91.9	89.3	88.5	90.4	88.5	85.5
My child's school provides a high quality educational program.	88.6	87.0	88.1	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	86.8	80.6	85.9	82.9	84.2	82.9
My child is academically challenged in all classes.	70.5	61.8	73.7	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	74.0	71.8	82.7	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	91.1	85.2	90.2	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	82.9	75.9	81.0	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	83.1	64.8	88.5	78.4	79.5	80.3
I feel comfortable visiting my child's school.	95.1	89.3	94.9	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	93.1	95.5	92.4	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	74.6	68.6	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	91.8	89.8	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	72 %	52 %	75 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	52.3	40.9	4.6	1.7	0.4
	1992	48.8	37.2	10.5	3.5	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

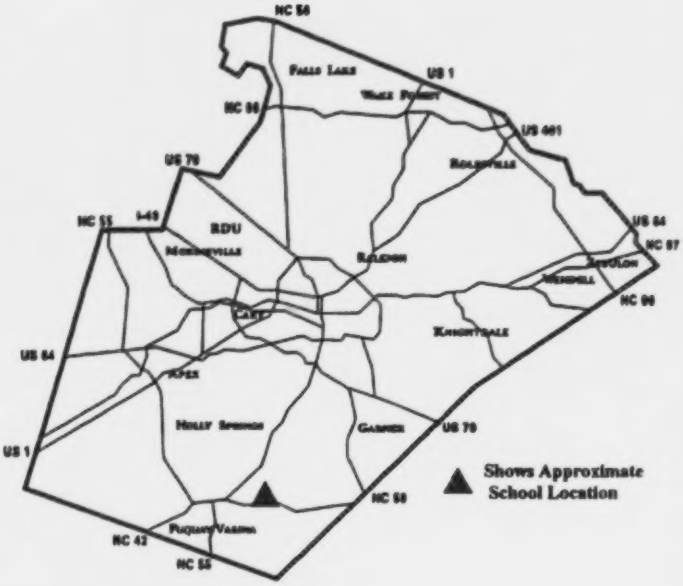
The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

624

Willow Springs

6800 Dwight Rowland Road
Willow Springs 27592
PHONE : 557-2770


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
Shows Approximate School Location

Principal: Charles G. Langley
Grade Levels Served: K-5
Original Construction Date: 1926
Most Recent Renovation: 1992
Square Footage Of Building: 69,396
Size Of Property (acres): 13.6
Number Of Permanent Classrooms: 31
Number Of Portable Classrooms: 0
Magnet Program: None
Chapter One Program: Reading Recovery
ESL (English as a Second Language) Services: Yes

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	536	496	381	634	601	610
Avg. DailyAttendance	Not Available	95.2 %	95.4 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	28 %	28 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	81	9	3	42	51	93
1	78	3	11	49	43	92
2	73	5	3	42	39	81
3	76	5	3	39	45	84
4	80	5	4	42	47	89
5	73	5	5	41	42	83
SCEC	10	4	0	10	4	14
Total	471	36	29	265	271	536

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	30
Behav./Emotion. Handicapped	11
Educable Mentally Handicapped	0
Other Handicapping Conditions	21
Academically Gifted	25

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 21.0
EC Teachers: 4.2
Other Teachers: 6.8
Certified Staff: 36.3
ADM Tchr Assts: 14.0
EC Tchr Assts: 2.0
Clerical Staff: 2.7

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	24.8	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	12.4	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	15.1	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	11.4	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Below	Expected	Expected	Expected	Above	Expected	Expected	Expected	Expected
4	Below	Expected	Expected	Below	Below	Expected	Below	Below	Expected
5	Expected	Expected	Expected	Above	Above	Expected	Below	Below	Expected

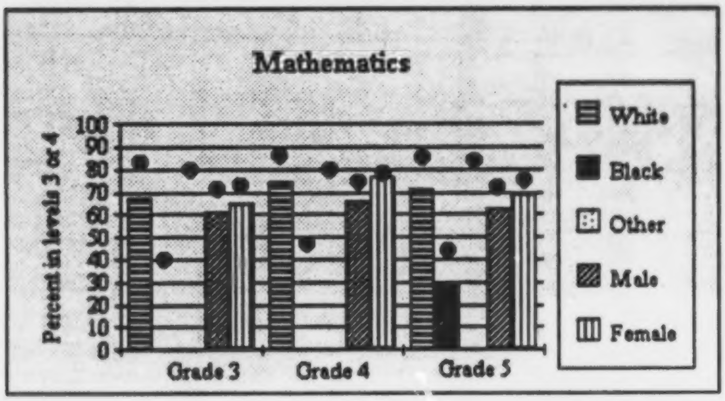
END-0F-GRADE AND WRITING TEST RESULTS

Willow Springs

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

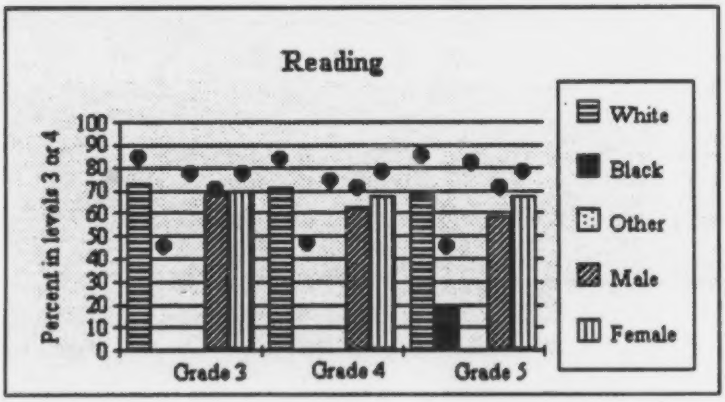
The chart and table show the percentage of students in each category at this school who scored at *Levels III and IV* on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	63	71	67
Gender			
Males	61	66	63
Females	65	77	69
Race			
Black	NA	NA	30
White	67	74	71
Other	NA	NA	NA

READING

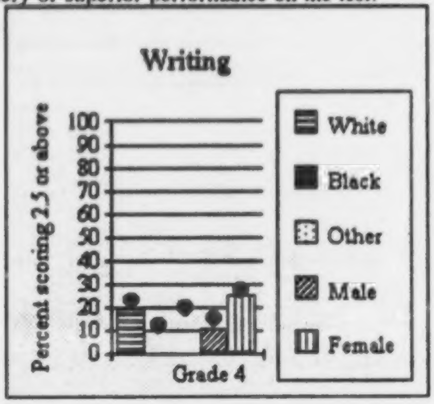
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	69	65	63
Gender			
Males	68	63	59
Females	70	67	67
Race			
Black	NA	NA	20
White	73	71	68
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	18
Gender	
Males	11
Females	25
Race	
Black	NA
White	19
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.

This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	97.8	97.4	90.2	91.2	94.2	92.0
My child's school grounds are clean and attractive.	96.0	90.5	77.1	90.4	88.5	85.5
My child's school provides a high quality educational program.	90.6	87.3	81.1	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	86.3	91.5	86.5	82.9	84.2	82.9
My child is academically challenged in all classes.	77.8	79.9	75.3	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	80.0	81.7	79.4	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	94.1	95.1	91.7	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	87.6	84.4	83.7	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	86.3	87.0	85.7	78.4	79.5	80.3
I feel comfortable visiting my child's school.	98.1	97.1	94.0	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	94.7	94.8	93.5	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	77.6	86.4	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	93.8	95.8	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	65 %	65 %	80 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	66.7	29.6	3.1	0.6	0.0
	1992	58.3	37.2	3.6	1.0	0.0
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

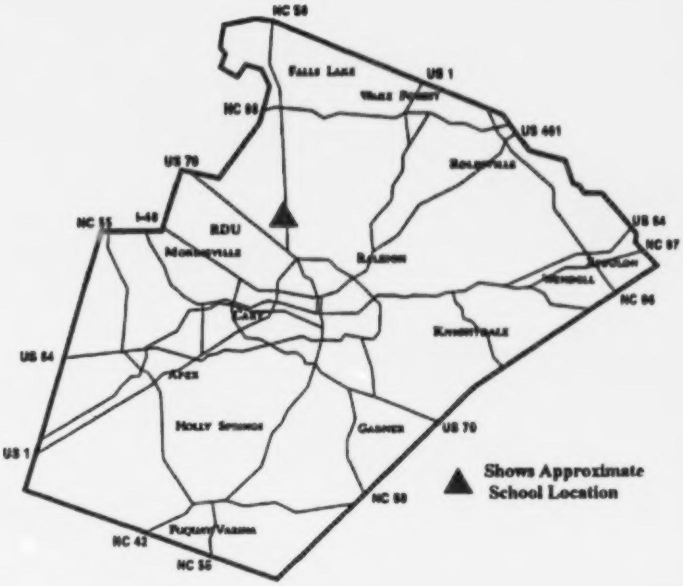
The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

628

York

5201 Brookhaven Drive
Raleigh 27612
PHONE : 881-4960


NC 98
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
NC 42
Fuquay-Varina
NC 55
▲ Shows Approximate School Location

Principal: Norma B. Hopper

Grade Levels Served: K-5

Original Construction Date:	1965
Most Recent Renovation:	1967
Square Footage Of Building:	41,796
Size Of Property (acres):	14.5
Number Of Permanent Classrooms:	20
Number Of Portable Classrooms:	13

Magnet Program: None

Chapter One Program: None

ESL (English as a Second Language) Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	671	607	669	634	601	610
Avg. DailyAttendance	Not Available	95.7 %	95.9 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	19 %	23 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	88	36	7	71	60	131
1	93	27	5	67	58	125
2	86	27	2	59	56	115
3	65	19	8	46	46	92
4	70	20	4	47	47	94
5	70	23	3	36	60	96
SCEC	9	7	2	15	3	18
Total	481	159	31	341	330	671

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	46
Behav./Emotion. Handicapped	1
Educable Mentally Handicapped	1
Other Handicapping Conditions	35
Academically Gifted	93

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1993-94 ELEMENTARY SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 26.0
EC Teachers: 6.0
Other Teachers: 4.7
Certified Staff: 41.5
ADM Tchr Assts: 18.0
EC Tchr Assts: 2.0
Clerical Staff: 3.0

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	25.1	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	13.4	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	17.1	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	12.5	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected
4	Expected	Above	Above	Expected	Expected	Expected	Above	Expected	Expected
5	Expected	Expected	Expected	Expected	Above	Expected	Expected	Expected	Expected

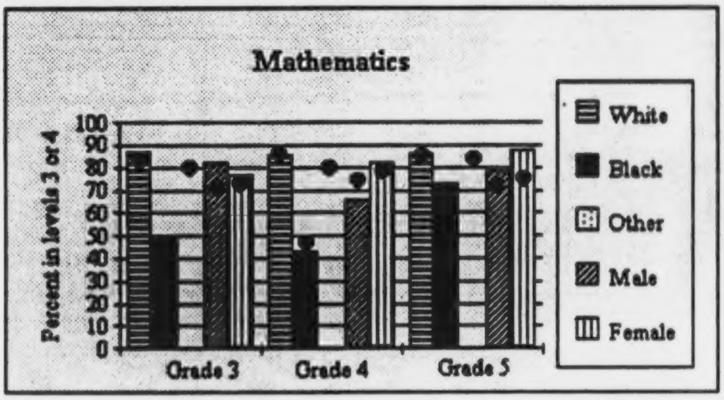
END-0F-GRADE AND WRITING TEST RESULTS

York

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

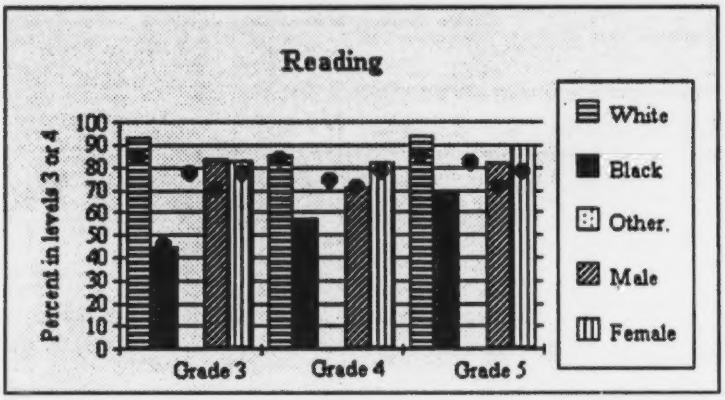
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	79	76	83
Gender			
Males	82	66	78
Females	77	82	88
Race			
Black	50	43	73
White	87	85	86
Other	NA	NA	NA

READING

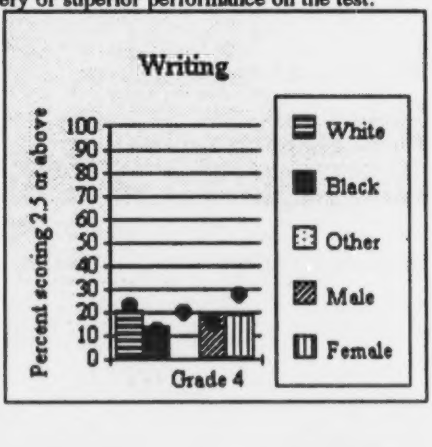
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	83	78	86
Gender			
Males	84	71	82
Females	83	82	90
Race			
Black	45	57	68
White	93	85	94
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	20
Gender	
Males	20
Females	19
Race	
Black	14
White	21
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.

This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	91.4	94.0	95.7	91.2	94.2	92.0
My child's school grounds are clean and attractive.	86.3	89.7	89.3	90.4	88.5	85.5
My child's school provides a high quality educational program.	79.7	85.4	85.0	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	82.4	84.5	84.7	82.9	84.2	82.9
My child is academically challenged in all classes.	66.6	68.5	75.5	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	65.6	70.2	72.7	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	85.6	88.7	85.8	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	76.8	81.5	81.5	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	75.9	78.5	81.6	78.4	79.5	80.3
I feel comfortable visiting my child's school.	93.9	92.8	93.7	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	92.7	93.4	95.5	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	62.6	76.1	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	93.2	92.2	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	68 %	62 %	80 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	44.6	45.6	8.8	0.8	0.3
	1992	43.5	43.1	12.1	1.0	0.3
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 ELEMENTARY SCHOOL PROFILE

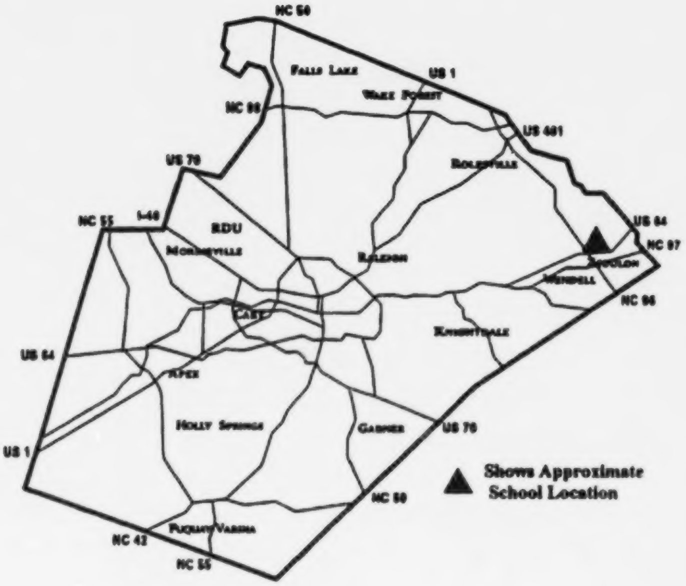
632

Zebulon

700 Proctor Street

Zebulon 27597

PHONE : 269-3680


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
▲ Shows Approximate School Location
NC 50
Fuquay Varina
NC 42
NC 55

Principal: Lewis O. Liles	
Grade Levels Served: K-5	
Original Construction Date:	1983
Most Recent Renovation:	1983
Square Footage Of Building:	66,123
Size Of Property (acres):	28.5
Number Of Permanent Classrooms:	35
Number Of Portable Classrooms:	3

Magnet Program: Gifted and Talented

Chapter One Program: Reading Recovery

ESL (English as a Second Language) Services: None

Pre-K Program: For Handicapped Students

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Elementary Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	663	661	636	634	601	610
Avg. DailyAttendance	Not Available	96.1 %	95.8 %	Not Available	95.9%	95.9%
Free/Reduced Lunch	47 %	49 %	Not Available	25%	25%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
K	54	50	5	52	57	109
1	66	48	3	53	64	117
2	57	50	7	48	66	114
3	68	30	3	39	62	101
4	54	39	2	51	44	95
5	47	37	1	44	41	85
SCEC	12	29	1	26	16	42
Total	358	283	22	313	350	663

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	99
Behav./Emotion. Handicapped	13
Educable Mentally Handicapped	5
Other Handicapping Conditions	32
Academically Gifted	23

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1993-94 ELEMENTARY SCHOOL PROFILE

632
Page 2

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions and teaching assistants.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 25.0	EC Teachers: 11.0	Other Teachers: 9.8	Certified Staff: 50.6
ADM Tchr Assts: 17.0	EC Tchr Assts: 7.0	Clerical Staff: 3.0	

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other elementary schools.

	This School	Elementary Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	24.8	25.1
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	11.9	12.7
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	13.2	15.1
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	9.6	11.1

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
3	Above	Expected	Above	Above	Expected	Expected	Above	Expected	Expected
4	Above	Above	Expected	Expected	Above	Expected	Expected	Above	Expected
5	Expected	Below	Expected	Expected	Expected	Expected	Expected	Expected	Expected

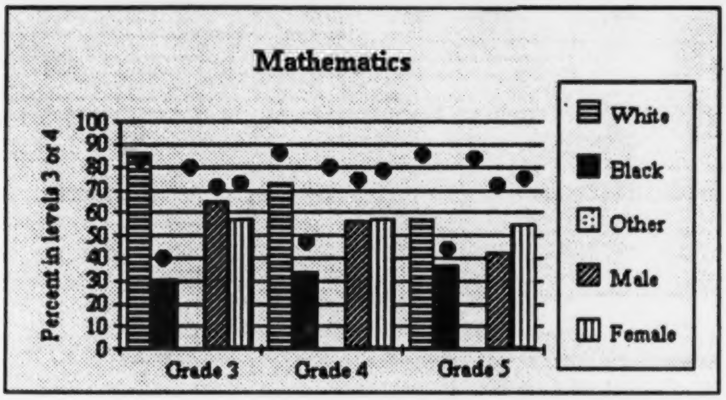
END-0F-GRADE AND WRITING TEST RESULTS

Zebulon

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ●'s on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

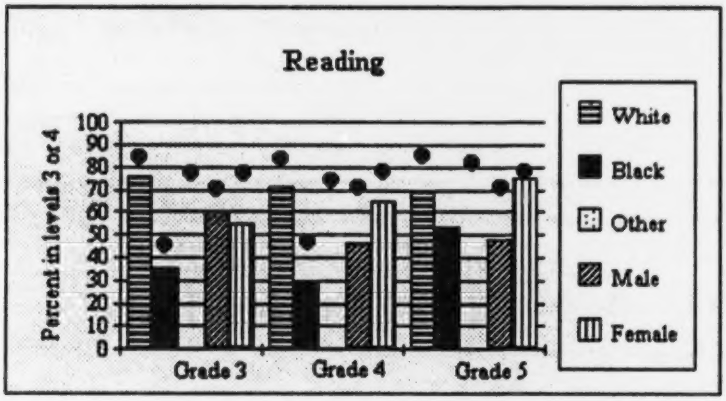
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	61	56	48
Gender			
Males	65	56	42
Females	57	57	55
Race			
Black	31	34	37
White	86	73	57
Other	NA	NA	NA

READING

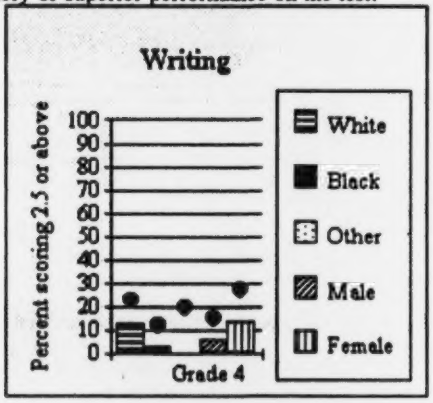
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 3	Gd. 4	Gd. 5
Total School	57	55	61
Gender			
Males	60	46	48
Females	55	65	75
Race			
Black	35	29	53
White	76	71	69
Other	NA	NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to all 4th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 4
Total School	10
Gender	
Males	6
Females	14
Race	
Black	3
White	13
Other	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.

This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	83.0	93.6	91.4	91.2	94.2	92.0
My child's school grounds are clean and attractive.	91.3	90.7	89.3	90.4	88.5	85.5
My child's school provides a high quality educational program.	77.2	84.9	79.3	83.0	84.2	82.3
The staff at my child's school has high expectations for my child.	74.9	82.4	83.0	82.9	84.2	82.9
My child is academically challenged in all classes.	60.1	71.4	72.5	68.9	71.8	73.4
My child's school offers opportunities for success to all students.	65.3	75.2	74.1	70.0	75.2	74.6
It is easy to contact the staff at my child's school.	91.3	91.9	93.1	89.6	89.0	88.6
When I have a concern about my child, I can count on the school for support.	77.5	81.6	82.6	79.9	80.0	80.5
The administration at my child's school is responsive to parents.	74.0	81.4	83.1	78.4	79.5	80.3
I feel comfortable visiting my child's school.	92.2	92.9	93.6	95.5	95.0	94.6
My child's school provides sufficient opportunities for parental involvement.	89.0	90.8	93.0	93.8	93.7	93.4
Students of all races are treated fairly by teachers and administrators at my school.	57.0	68.6	NA	68.4	75.3	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	88.3	90.7	NA	91.9	90.7	NA

	This School			All Elem. Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	71 %	74 %	71 %	60%	61%	75%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	39.1	39.1	16.3	4.1	1.4
	1992	33.7	48.5	15.8	1.8	0.3
All Elementary Schools	1993	52.5	36.9	8.9	1.3	0.4
	1992	45.5	41.9	10.8	1.5	0.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 MIDDLE SCHOOL PROFILE

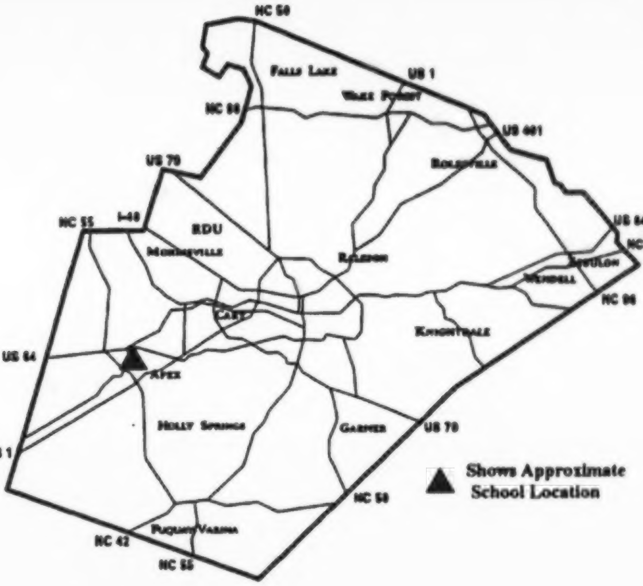
312

Apex

400 E. Moore Street
Apex 27502
PHONE : 387-2181
Principal: Darrell Helm (Dr.)

Grade Levels Served: 6-8

Original Construction Date:	1952
Most Recent Renovation:	1983
Square Footage Of Building:	123,951
Size Of Property (acres):	12.3
Number Of Permanent Classrooms:	48
Number Of Portable Classrooms:	6


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
Shows Approximate School Location
NC 50
Fuquay-Varina
NC 42
NC 55

Magnet Program: None
ESL Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Middle Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	971	1003	986	887	889	894
Avg. DailyAttendance	Not Available	95.9 %	96.3 %	Not Available	95.1%	95.3%
Free/Reduced Lunch	14 %	11 %	Not Available	20%	20%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
6	219	62	9	132	158	290
7	251	43	7	143	158	301
8	266	66	9	187	154	341
SCEC	10	29	0	26	13	39
Total	746	200	25	488	483	971

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	70
Behav./Emotion. Handicapped	19
Educable Mentally Handicapped	16
Other Handicapping Conditions	13
Academically Gifted	197

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1993-94 MIDDLE SCHOOL PROFILE

SIZE OF STAFF

Please note the following regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 42	EC Teachers: 7	Other Teachers: 9
Certified Staff: 66	EC Tchr Assts: 4	Clerical Staff: 6

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other middle schools.

	This School	Middle School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	22.2	21.5
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	18.1	17.6
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	14.2	13.9
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	15.0	14.5

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
6	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected
7	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected
8	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Above	Expected

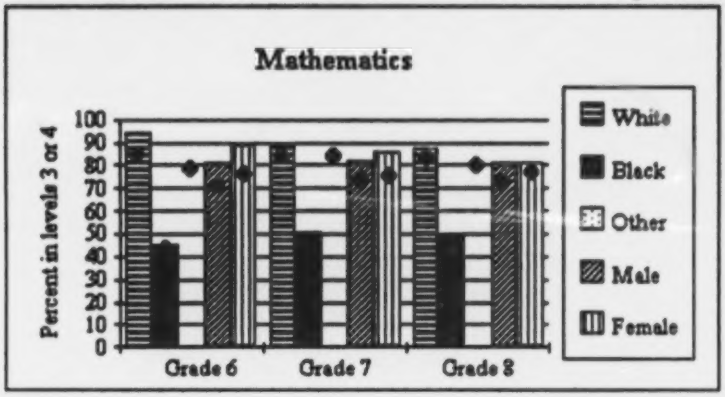
END-0F-GRADE AND WRITING TEST RESULTS

Apex

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ●'s on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

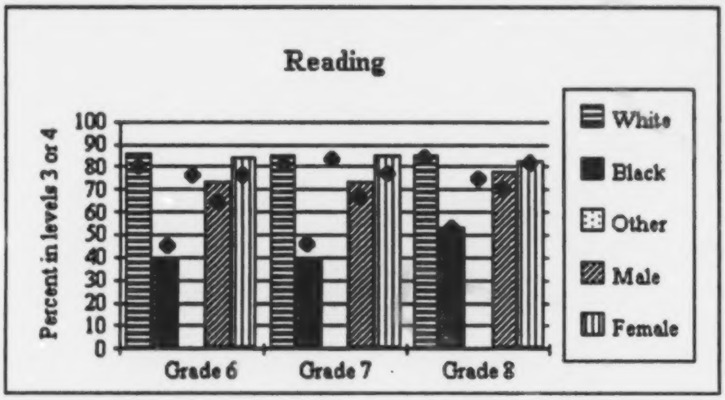
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	85	84	81
Gender			
Males	81	82	81
Females	89	86	81
Race			
Black	45	51	49
White	94	89	87
Other		NA	NA

READING

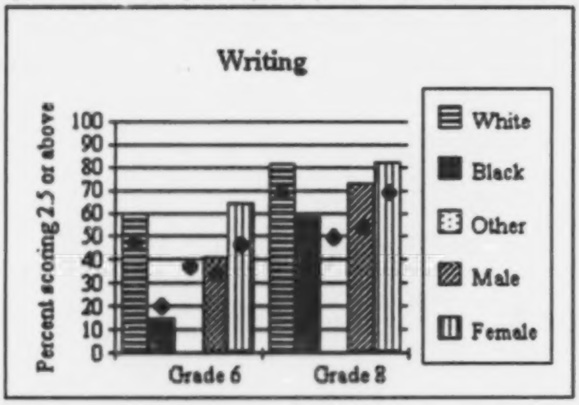
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	79	78	81
Gender			
Males	73	73	78
Females	84	85	83
Race			
Black	40	39	53
White	86	85	85
Other		NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to 6th and 8th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 8
Total School	53	78
Gender		
Males	41	73
Females	64	82
Race		
Black	15	58
White	60	81
Other	NA	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.

This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	88.0	91.1	85.1	67.7	75.7	74.2
My child's school grounds are clean and attractive.	94.4	91.3	93.7	83.4	81.9	81.4
My child's school provides a high quality educational program.	79.0	83.1	74.1	74.1	75.7	73.2
The staff at my child's school has high expectations for my child.	73.8	74.6	71.8	72.4	75.2	72.6
My child is academically challenged in all classes.	60.4	62.8	61.6	61.2	65.3	64.5
My child's school offers opportunities for success to all students.	57.3	65.8	62.5	59.1	64.6	62.8
It is easy to contact the staff at my child's school.	77.0	77.7	77.4	73.0	73.8	73.9
When I have a concern about my child, I can count on the school for support.	66.9	66.0	63.0	64.9	65.8	65.1
The administration at my child's school is responsive to parents.	69.1	71.3	71.8	67.4	69.4	68.9
I feel comfortable visiting my child's school.	90.9	86.1	84.8	87.9	86.7	86.0
My child's school provides sufficient opportunities for parental involvement.	78.2	82.3	75.1	78.9	80.4	78.7
Students of all races are treated fairly by teachers and administrators at my school.	49.1	61.2	NA	51.5	58.4	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	72.9	73.8	NA	74.2	73.3	NA

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	50 %	49 %	70 %	48%	51%	64%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	32.0	54.2	12.2	1.3	0.2
	1992	25.8	56.3	14.8	2.9	0.2
All Middle Schools	1993	29.0	47.6	19.4	3.0	1.0
	1992	25.7	49.5	20.0	3.6	1.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 MIDDLE SCHOOL PROFILE

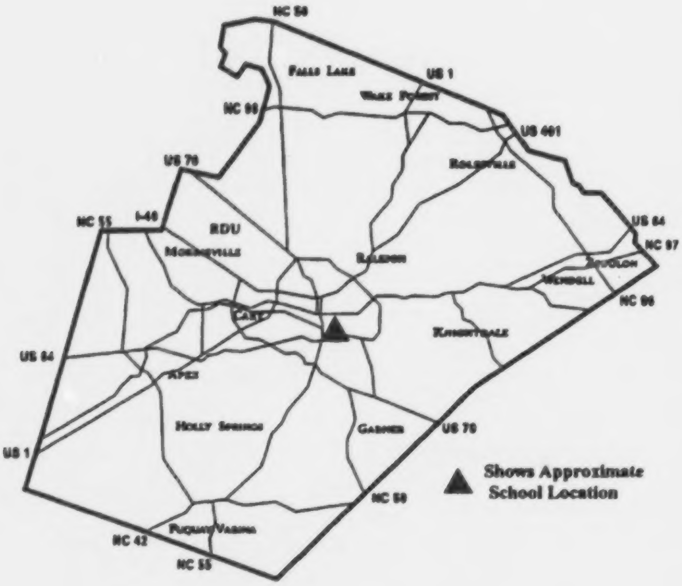
356

Carnage

1425 Carnage Drive
Raleigh 27610
PHONE : 856-7600
Principal: William H. Crockett, Jr.

Grade Levels Served: 6-8

Original Construction Date:	1965
Most Recent Renovation:	1993
Square Footage Of Building:	124,993
Size Of Property (acres):	17.3
Number Of Permanent Classrooms:	45
Number Of Portable Classrooms:	16


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
▲ Shows Approximate School Location
NC 50
Fuquay-Varina
NC 42
NC 55

Magnet Program: Gifted and Talented
ESL Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Middle Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	1057	1025	1014	887	889	894
Avg. DailyAttendance	Not Available	94.3 %	95.2 %	Not Available	95.1%	95.3%
Free/Reduced Lunch	24 %	23 %	Not Available	20%	20%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
6	185	160	10	188	167	355
7	188	142	12	165	177	342
8	182	137	8	166	161	327
SCEC	10	23	0	25	8	33
Total	565	462	30	544	513	1057

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	77
Behav./Emotion. Handicapped	22
Educable Mentally Handicapped	16
Other Handicapping Conditions	18
Academically Gifted	312

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1993-94 MIDDLE SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 47
EC Teachers: 15
Other Teachers: 11

Certified Staff: 82
EC Tchr Assts: 7
Clerical Staff: 8

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other middle schools.

	This School	Middle School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	21.8	21.5
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	17.6	17.6
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	13.1	13.9
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	13.5	14.5

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
6	Expected	Expected	Expected	Expected	Expected	Below	Expected	Expected	Expected
7	Expected	Above	Expected	Below	Below	Expected	Expected	Expected	Above
8	Expected	Expected	Expected	Expected	Below	Below	Expected	Below	Below

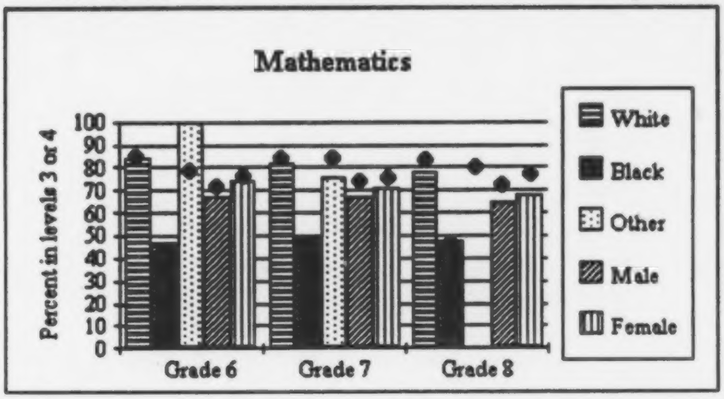
END-OF-GRADE AND WRITING TEST RESULTS

Carnage

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ●'s on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

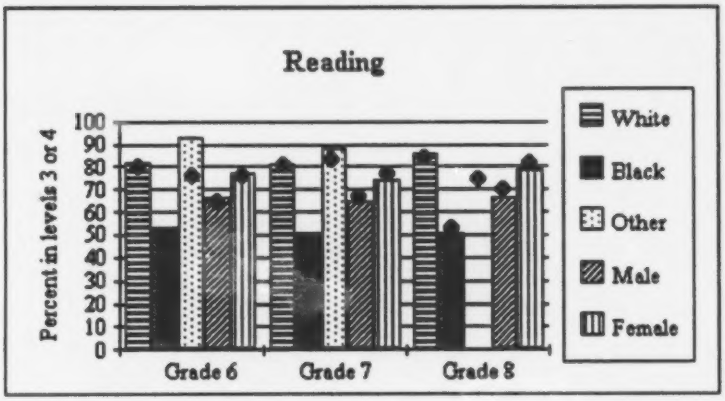
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	71	69	67
Gender			
Males	67	67	65
Females	74	71	68
Race			
Black	47	49	48
White	84	82	78
Other	100	76	NA

READING

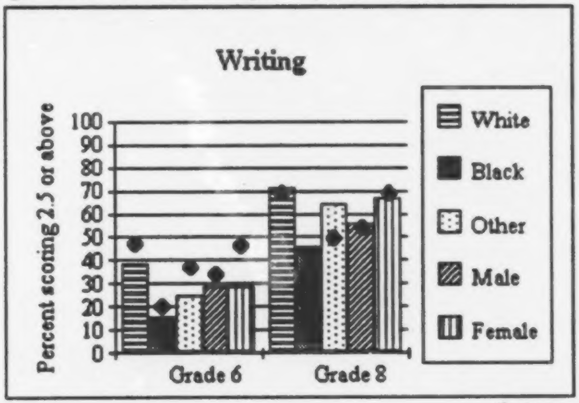
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	71	69	72
Gender			
Males	66	65	66
Females	77	74	79
Race			
Black	53	51	51
White	82	81	86
Other	93	88	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to 6th and 8th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 8
Total School	29	61
Gender		
Males	29	56
Females	29	67
Race		
Black	16	46
White	39	71
Other	25	64

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.

This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	50.8	60.2	60.4	67.7	75.7	74.2
My child's school grounds are clean and attractive.	65.6	71.5	72.7	83.4	81.9	81.4
My child's school provides a high quality educational program.	79.3	78.9	70.3	74.1	75.7	73.2
The staff at my child's school has high expectations for my child.	71.5	69.9	66.0	72.4	75.2	72.6
My child is academically challenged in all classes.	69.3	63.6	59.4	61.2	65.3	64.5
My child's school offers opportunities for success to all students.	58.0	62.3	59.9	59.1	64.6	62.8
It is easy to contact the staff at my child's school.	65.8	61.2	66.7	73.0	73.8	73.9
When I have a concern about my child, I can count on the school for support.	57.7	56.3	55.5	64.9	65.8	65.1
The administration at my child's school is responsive to parents.	60.6	63.8	62.5	67.4	69.4	68.9
I feel comfortable visiting my child's school.	79.4	81.2	80.7	87.9	86.7	86.0
My child's school provides sufficient opportunities for parental involvement.	74.1	71.3	70.8	78.9	80.4	78.7
Students of all races are treated fairly by teachers and administrators at my school.	41.4	48.7	NA	51.5	58.4	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	67.1	67.0	NA	74.2	73.3	NA

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	24 %	39 %	59 %	48%	51%	64%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	19.2	50.2	23.0	5.4	2.1
	1992	16.6	52.1	24.9	4.4	1.9
All Middle Schools	1993	29.0	47.6	19.4	3.0	1.0
	1992	25.7	49.5	20.0	3.6	1.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 MIDDLE SCHOOL PROFILE

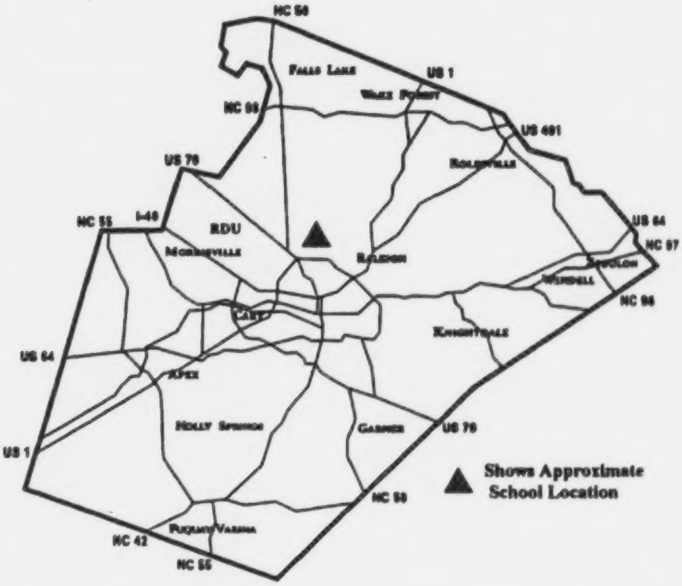
360

Carroll

4520 Six Forks Road
Raleigh 27609
PHONE : 881-1370
Principal: Leon W. Herndon

Grade Levels Served: 6-8

Original Construction Date:	1965
Most Recent Renovation:	1993
Square Footage Of Building:	124,328
Size Of Property (acres):	24.5
Number Of Permanent Classrooms:	46
Number Of Portable Classrooms:	14


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
▲ Shows Approximate School Location

Magnet Program: None
ESL Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Middle Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	942	927	994	887	889	894
Avg. DailyAttendance	Not Available	95.3 %	95.9 %	Not Available	95.1%	95.3%
Free/Reduced Lunch	22 %	17 %	Not Available	20%	20%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
6	209	89	11	152	157	309
7	175	87	8	133	137	270
8	216	78	17	153	158	311
SCEC	12	40	0	35	17	52
Total	612	294	36	473	469	942

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	82
Behav./Emotion. Handicapped	22
Educable Mentally Handicapped	16
Other Handicapping Conditions	14
Academically Gifted	205

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1993-94 MIDDLE SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 41
EC Teachers: 10
Other Teachers: 7
Certified Staff: 66
EC Tchr Assts: 7
Clerical Staff: 7

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other middle schools.

	This School	Middle School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	21.3	21.5
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	18.2	17.6
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	14.9	13.9
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	15.2	14.5

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
6	Expected	Expected	Expected	Expected	Expected	Below	Expected	Expected	Below
7	Expected	Above	Expected	Expected	Above	Expected	Expected	Expected	Expected
8	Expected	Expected	Expected	Expected	Above	Expected	Expected	Expected	Below

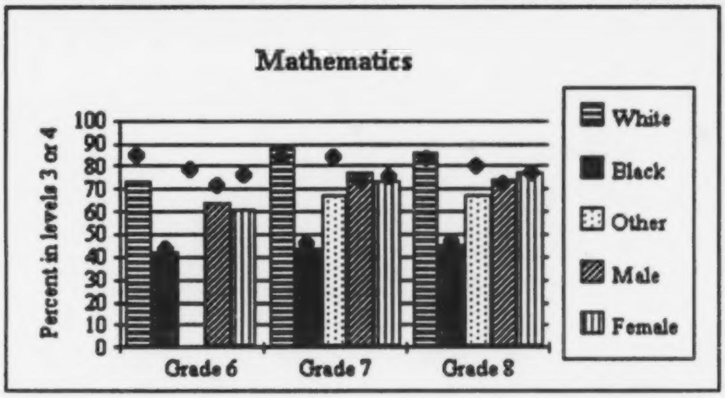
END-0F-GRADE AND WRITING TEST RESULTS

Carroll

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

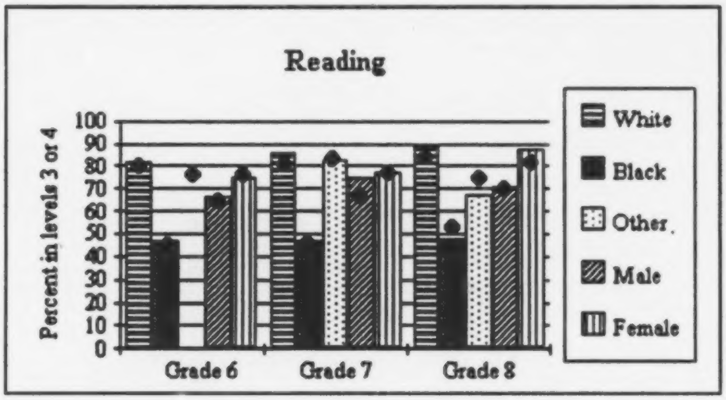
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	62	75	75
Gender			
Males	64	77	74
Females	61	73	77
Race			
Black	42	44	45
White	73	88	86
Other		67	67

READING

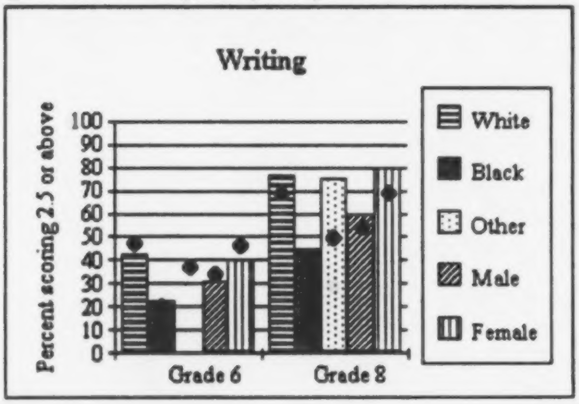
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	71	76	79
Gender			
Males	66	75	71
Females	75	77	87
Race			
Black	47	47	48
White	82	86	89
Other		83	67

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to 6th and 8th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 8
Total School	36	69
Gender		
Males	31	60
Females	40	80
Race		
Black	23	45
White	43	77
Other	NA	75

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	64.2	81.9	75.7	67.7	75.7	74.2
My child's school grounds are clean and attractive.	87.4	84.5	79.9	83.4	81.9	81.4
My child's school provides a high quality educational program.	69.6	75.8	70.5	74.1	75.7	73.2
The staff at my child's school has high expectations for my child.	70.4	76.4	70.9	72.4	75.2	72.6
My child is academically challenged in all classes.	57.3	61.8	60.7	61.2	65.3	64.5
My child's school offers opportunities for success to all students.	52.1	58.6	61.4	59.1	64.6	62.8
It is easy to contact the staff at my child's school.	71.3	72.5	74.4	73.0	73.8	73.9
When I have a concern about my child, I can count on the school for support.	60.3	65.8	61.9	64.9	65.8	65.1
The administration at my child's school is responsive to parents.	56.7	63.7	64.0	67.4	69.4	68.9
I feel comfortable visiting my child's school.	81.5	87.4	85.0	87.9	86.7	86.0
My child's school provides sufficient opportunities for parental involvement.	82.4	81.7	81.0	78.9	80.4	78.7
Students of all races are treated fairly by teachers and administrators at my school.	50.3	59.3	NA	51.5	58.4	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	70.6	74.2	NA	74.2	73.3	NA

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	34 %	47 %	63 %	48%	51%	64%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	23.3	47.6	23.3	5.5	0.3
	1992	24.6	50.8	20.4	3.4	0.8
All Middle Schools	1993	29.0	47.6	19.4	3.0	1.0
	1992	25.7	49.5	20.0	3.6	1.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 MIDDLE SCHOOL PROFILE

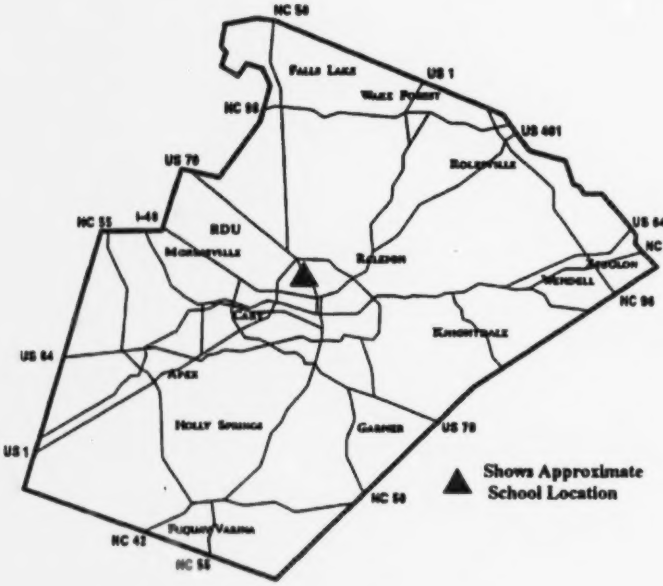
388

Daniels

2816 Oberlin Road
Raleigh 27608
PHONE : 881-4860
Principal: John W. Modest, Jr.

Grade Levels Served: 6-8

Original Construction Date:	1951
Most Recent Renovation:	1974
Square Footage Of Building:	157,969
Size Of Property (acres):	23.9
Number Of Permanent Classrooms:	60
Number Of Portable Classrooms:	3


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
NC 42
Fuquay-Varina
NC 55
▲ Shows Approximate School Location

Magnet Program: None
ESL Services: Yes

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Middle Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	1182	1071	1099	887	889	894
Avg. DailyAttendance	Not Available	95.0 %	95.3 %	Not Available	95.1%	95.3%
Free/Reduced Lunch	25 %	24 %	Not Available	20%	20%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
6	275	89	40	197	207	404
7	234	92	34	195	165	360
8	254	79	27	158	202	360
SCEC	12	44	2	36	22	58
Total	775	304	103	586	596	1182

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	98
Behav./Emotion. Handicapped	24
Educable Mentally Handicapped	16
Other Handicapping Conditions	20
Academically Gifted	310

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1993-94 MIDDLE SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 51	EC Teachers: 10	Other Teachers: 16
Certified Staff: 87	EC Tchr Assts: 6	Clerical Staff: 8

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other middle schools.

	This School	Middle School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	22.0	21.5
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	16.7	17.6
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	13.4	13.9
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	14.0	14.5

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
6	Expected	Expected	Expected	Expected	Expected	Expected	Below	Below	Expected
7	Expected	Expected	Expected	Expected	Expected	Expected	Above	Above	Above
8	Expected	Above	Expected	Expected	Expected	Expected	Expected	Expected	Expected

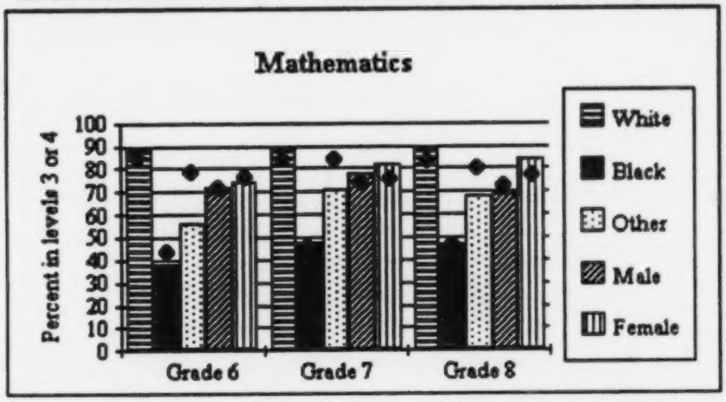
END-0F-GRADE AND WRITING TEST RESULTS

Daniels

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ●'s on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

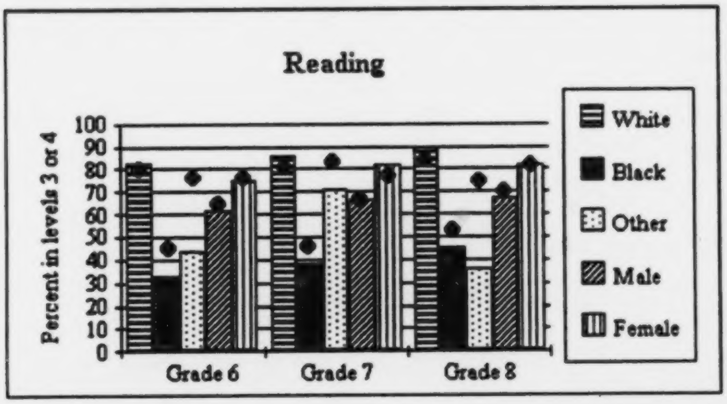
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	73	80	77
Gender			
Males	72	78	69
Females	74	82	84
Race			
Black	38	48	47
White	89	90	89
Other	56	71	68

READING

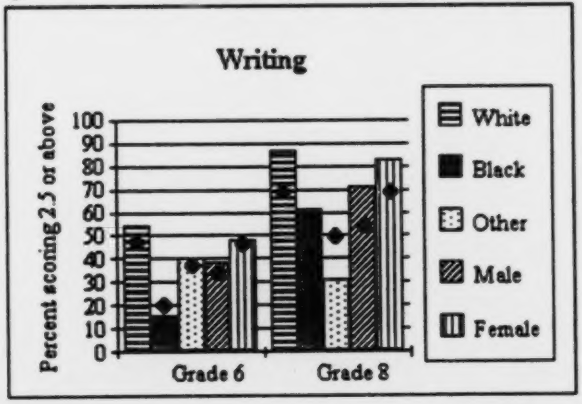
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	68	75	75
Gender			
Males	62	66	67
Females	75	82	82
Race			
Black	33	38	45
White	83	86	90
Other	44	71	36

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to 6th and 8th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 8
Total School	42	78
Gender		
Males	39	71
Females	48	83
Race		
Black	16	61
White	54	87
Other	40	31

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	62.8	82.0	81.2	67.7	75.7	74.2
My child's school grounds are clean and attractive.	77.3	75.8	76.1	83.4	81.9	81.4
My child's school provides a high quality educational program.	76.8	80.6	78.5	74.1	75.7	73.2
The staff at my child's school has high expectations for my child.	71.7	76.7	78.3	72.4	75.2	72.6
My child is academically challenged in all classes.	60.9	65.2	68.7	61.2	65.3	64.5
My child's school offers opportunities for success to all students.	60.8	70.2	65.8	59.1	64.6	62.8
It is easy to contact the staff at my child's school.	72.1	78.1	81.0	73.0	73.8	73.9
When I have a concern about my child, I can count on the school for support.	70.5	75.8	73.3	64.9	65.8	65.1
The administration at my child's school is responsive to parents.	74.8	76.6	72.1	67.4	69.4	68.9
I feel comfortable visiting my child's school.	90.6	90.0	91.3	87.9	86.7	86.0
My child's school provides sufficient opportunities for parental involvement.	86.1	85.4	86.3	78.9	80.4	78.7
Students of all races are treated fairly by teachers and administrators at my school.	60.5	65.5	NA	51.5	58.4	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	71.5	73.2	NA	74.2	73.3	NA

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	50 %	58 %	62 %	48%	51%	64%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	31.1	49.0	17.2	2.4	0.4
	1992	31.2	51.1	13.9	2.6	1.2
All Middle Schools	1993	29.0	47.6	19.4	3.0	1.0
	1992	25.7	49.5	20.0	3.6	1.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 MIDDLE SCHOOL PROFILE

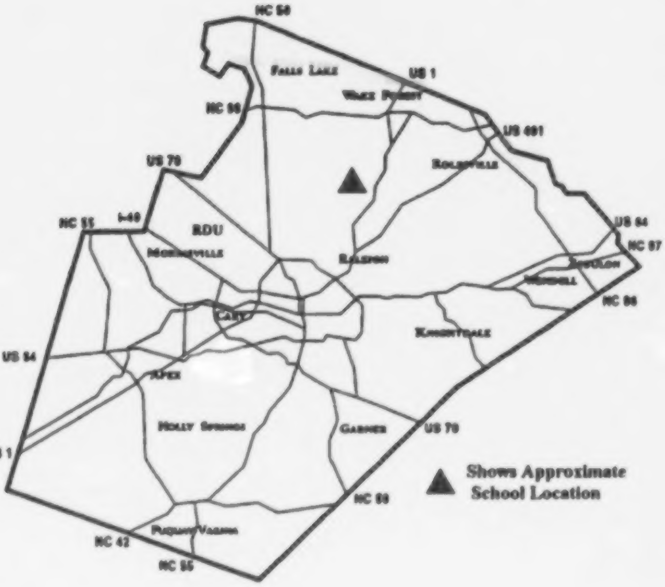
399

Durant Road

9901 Durant Road
Raleigh 27615
PHONE : 870-4098
Principal: Pamela F. Hanzaker

Grade Levels Served: 6-8

Original Construction Date:	1993
Most Recent Renovation:	1993
Square Footage Of Building:	132,536
Size Of Property (acres):	
Number Of Permanent Classrooms:	
Number Of Portable Classrooms:	


NC 50
FALLS LAKE
US 1
WAKE FOREST
NC 98
US 401
US 70
ROLESVILLE
NC 55
I-40
RDU
MORRISVILLE
RALEIGH
US 64
NC 97
ZEBULON
WENDELL
NC 96
CARY
KNIGHTDALE
US 64
APEX
HOLLY SPRINGS
GARNER
US 70
US 1
NC 50
FUQUAY-VARINA
NC 42
NC 55
Shows Approximate School Location

Magnet Program: None
ESL Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Middle Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	119			887	889	894
Avg. DailyAttendance	Not Available			Not Available	95.1%	95.3%
Free/Reduced Lunch	18 %		Not Available	20%	20%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
6	80	37	2	67	52	119
7	0	0	0	0	0	0
8	0	0	0	0	0	0
SCEC	0	0	0	0	0	0
Total	80	37	2	67	52	119

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	16
Behav./Emotion. Handicapped	2
Educable Mentally Handicapped	0
Other Handicapping Conditions	4
Academically Gifted	41

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1993-94 MIDDLE SCHOOL PROFILE

Durant Road Middle opened in 1993-94 and served only sixth-grade students. Staffing information is combined with Durant Road Elementary.

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: EC Teachers: Other Teachers:
Certified Staff: EC Tchr Assts: Clerical Staff:

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other middle schools.

	This School	Middle School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)		21.5
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)		17.6
All Students Per All Certified Staff (includes administrators, counselors, media specialists)		13.9
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)		14.5

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
6									
7									
8									

END-0F-GRADE AND WRITING TEST RESULTS

Durant Road

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.

NOTE: Durant Road Middle opened for sixth-grade in the 1993-94 school year. End-of-grade and Writing Tests are not available from 1992-93.

Category	Gd. 6	Gd. 7	Gd. 8
Total School			
Gender			
Males			
Females			
Race			
Black			
White			
Other			

READING

The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.

Category	Gd. 6	Gd. 7	Gd. 8
Total School			
Gender			
Males			
Females			
Race			
Black			
White			
Other			

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to 6th and 8th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.

Category	Gd. 6	Gd. 8
Total School		
Gender		
Males		
Females		
Race		
Black		
White		
Other		

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.

This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	92.1	NA	NA	67.7	75.7	74.2
My child's school grounds are clean and attractive.	92.1	NA	NA	83.4	81.9	81.4
My child's school provides a high quality educational program.	86.8	NA	NA	74.1	75.7	73.2
The staff at my child's school has high expectations for my child.	86.8	NA	NA	72.4	75.2	72.6
My child is academically challenged in all classes.	70.3	NA	NA	61.2	65.3	64.5
My child's school offers opportunities for success to all students.	65.8	NA	NA	59.1	64.6	62.8
It is easy to contact the staff at my child's school.	86.8	NA	NA	73.0	73.8	73.9
When I have a concern about my child, I can count on the school for support.	76.3	NA	NA	64.9	65.8	65.1
The administration at my child's school is responsive to parents.	76.3	NA	NA	67.4	69.4	68.9
I feel comfortable visiting my child's school.	100	NA	NA	87.9	86.7	86.0
My child's school provides sufficient opportunities for parental involvement.	94.7	NA	NA	78.9	80.4	78.7
Students of all races are treated fairly by teachers and administrators at my school.	57.9	NA	NA	51.5	58.4	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	91.9	NA	NA	74.2	73.3	NA

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	36 %			48%	51%	64%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	36.1	61.1	2.8	0.0	0.0
	1992	NA	NA	NA	NA	NA
All Middle Schools	1993	29.0	47.6	19.4	3.0	1.0
	1992	25.7	49.5	20.0	3.6	1.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 MIDDLE SCHOOL PROFILE

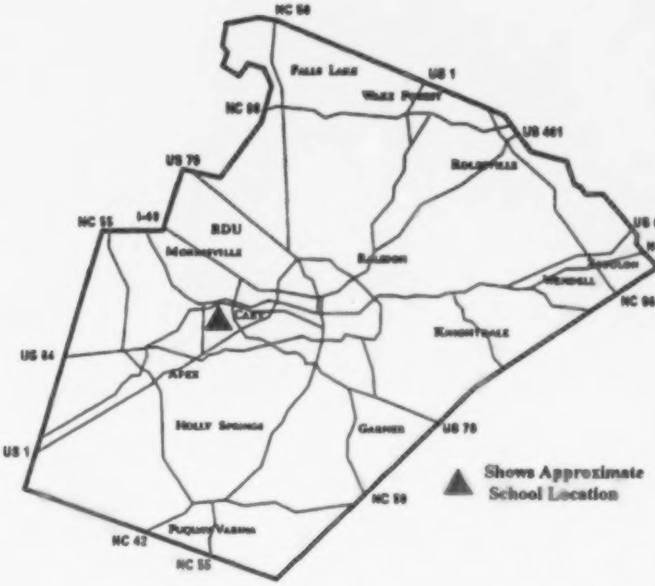
400

East Cary

1111 S.E. Maynard Road
Cary 27511
PHONE : 460-3504
Principal: Luther Cherry

Grade Levels Served: 6-8

Original Construction Date:	1975
Most Recent Renovation:	1975
Square Footage Of Building:	87,706
Size Of Property (acres):	40.0
Number Of Permanent Classrooms:	41
Number Of Portable Classrooms:	14


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay Varina
NC 42
NC 55
▲ Shows Approximate School Location

Magnet Program: None
ESL Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Middle Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	998	972	1015	887	889	894
Avg. DailyAttendance	Not Available	95.6 %	95.6 %	Not Available	95.1%	95.3%
Free/Reduced Lunch	10 %	13 %	Not Available	20%	20%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
6	270	29	14	153	160	313
7	283	27	11	166	155	321
8	284	30	13	166	161	327
SCEC	14	22	1	20	17	37
Total	851	108	39	505	493	998

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	73
Behav./Emotion. Handicapped	15
Educable Mentally Handicapped	2
Other Handicapping Conditions	31
Academically Gifted	283

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1993-94 MIDDLE SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 46	EC Teachers: 9	Other Teachers: 9
Certified Staff: 71	EC Tchr Assts: 6	Clerical Staff: 7

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other middle schools.

	This School	Middle School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	21.2	21.5
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	17.7	17.6
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	15.1	13.9
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	15.4	14.5

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
6	Expected	Expected	Expected	Below	Below	Expected	Expected	Expected	Expected
7	Expected	Expected	Above	Expected	Below	Expected	Above	Above	Above
8	Expected	Expected	Expected	Expected	Below	Expected	Expected	Below	Expected

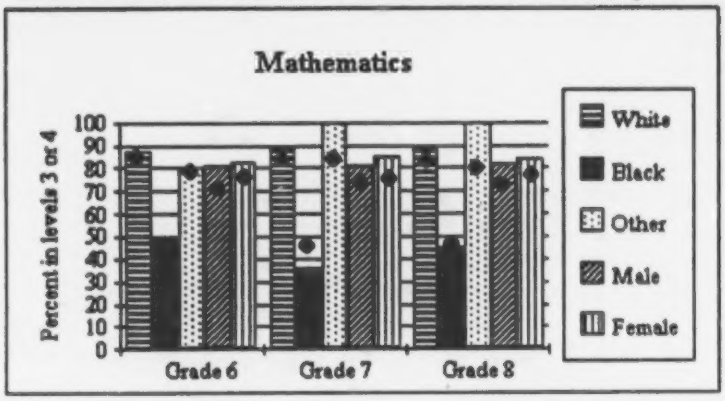
END-0F-GRADE AND WRITING TEST RESULTS

East Cary

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

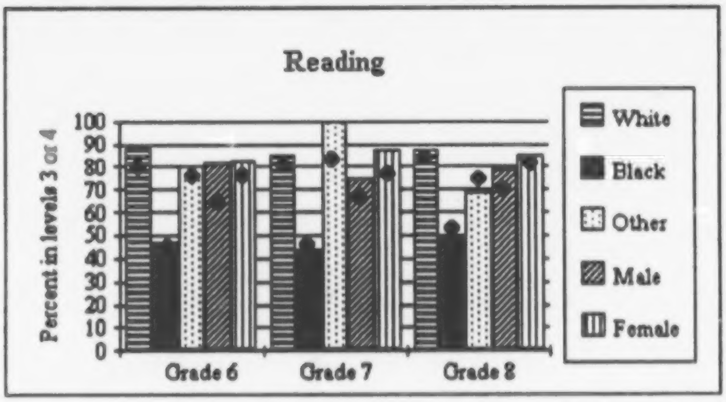
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	82	83	83
Gender			
Males	81	81	82
Females	83	85	84
Race			
Black	50	36	45
White	87	89	88
Other	80	100	100

READING

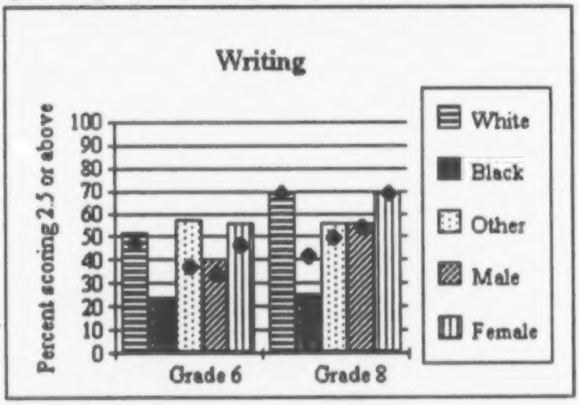
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	82	81	82
Gender			
Males	82	75	79
Females	83	87	85
Race			
Black	47	44	50
White	88	85	87
Other	80	100	69

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to 6th and 8th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 8
Total School	48	63
Gender		
Males	40	56
Females	56	70
Race		
Black	24	26
White	52	70
Other	57	56

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	72.3	81.3	77.8	67.7	75.7	74.2
My child's school grounds are clean and attractive.	88.9	90.4	89.2	83.4	81.9	81.4
My child's school provides a high quality educational program.	72.8	71.2	67.2	74.1	75.7	73.2
The staff at my child's school has high expectations for my child.	69.6	72.1	67.5	72.4	75.2	72.6
My child is academically challenged in all classes.	59.1	59.1	57.7	61.2	65.3	64.5
My child's school offers opportunities for success to all students.	57.2	62.0	58.2	59.1	64.6	62.8
It is easy to contact the staff at my child's school.	74.7	72.2	71.4	73.0	73.8	73.9
When I have a concern about my child, I can count on the school for support.	67.2	62.5	59.3	64.9	65.8	65.1
The administration at my child's school is responsive to parents.	72.7	73.0	65.4	67.4	69.4	68.9
I feel comfortable visiting my child's school.	89.9	87.7	84.8	87.9	86.7	86.0
My child's school provides sufficient opportunities for parental involvement.	82.3	79.0	77.5	78.9	80.4	78.7
Students of all races are treated fairly by teachers and administrators at my school.	52.0	62.5	NA	51.5	58.4	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	76.9	69.8	NA	74.2	73.3	NA

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	64 %	57 %	70 %	48%	51%	64%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	30.4	50.2	17.7	1.0	0.7
	1992	26.3	50.4	19.2	2.7	1.3
All Middle Schools	1993	29.0	47.6	19.4	3.0	1.0
	1992	25.7	49.5	20.0	3.6	1.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 MIDDLE SCHOOL PROFILE

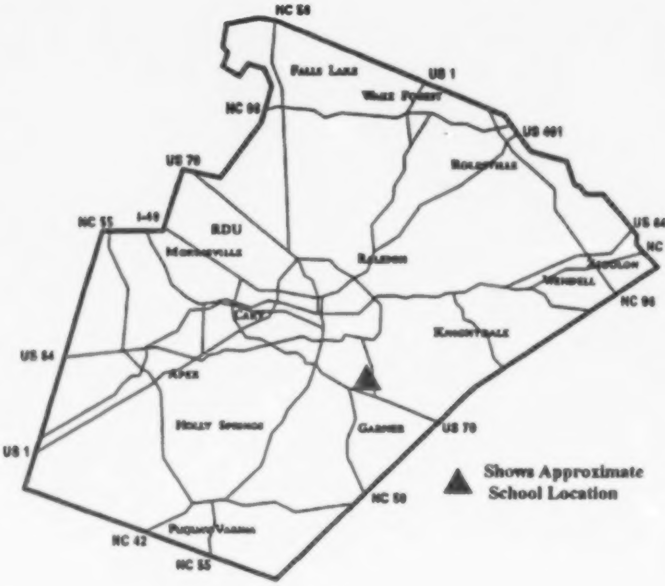
404

East Garner

6301 Jones Sausage Road
Garner 27529
PHONE : 662-2339
Principal: R.E. Cobb, Jr.

Grade Levels Served: 6-8

Original Construction Date:	1935
Most Recent Renovation:	1992
Square Footage Of Building:	93,449
Size Of Property (acres):	25.9
Number Of Permanent Classrooms:	39
Number Of Portable Classrooms:	0


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
NC 42
Fuquay-Varina
NC 55
▲ Shows Approximate School Location

Magnet Program: None
ESL Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Middle Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	621	625	585	887	889	894
Avg. DailyAttendance	Not Available	94.9 %	95.2 %	Not Available	95.1%	95.3%
Free/Reduced Lunch	19 %	19 %	Not Available	20%	20%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
6	125	69	5	105	94	199
7	130	67	1	93	105	198
8	135	63	2	87	113	200
SCEC	14	10	0	21	3	24
Total	404	209	8	306	315	621

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	39
Behav./Emotion. Handicapped	18
Educable Mentally Handicapped	10
Other Handicapping Conditions	13
Academically Gifted	59

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1993-94 MIDDLE SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 27
EC Teachers: 6
Other Teachers: 8
Certified Staff: 46
EC Tchr Assts: 3
Clerical Staff: 6

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other middle schools.

	This School	Middle School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	22.0	21.5
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	17.0	17.6
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	13.5	13.9
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	14.1	14.5

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
6	Below	Expected	Expected	Expected	Above	Expected	Expected	Expected	Below
7	Below	Below	Expected	Below	Below	Expected	Expected	Below	Expected
8	Below	Below	Expected	Below	Expected	Expected	Expected	Expected	Expected

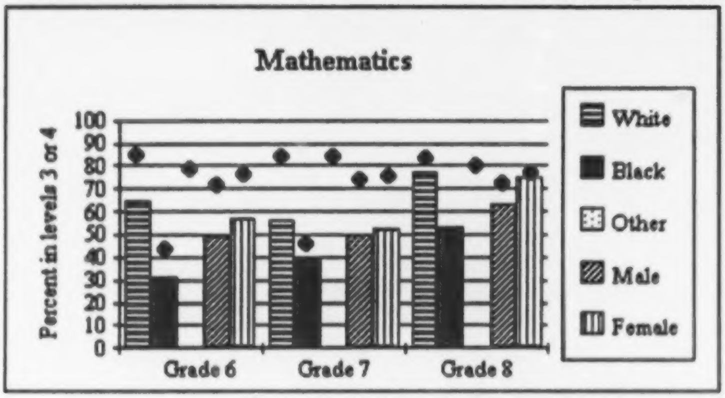
END-0F-GRADE AND WRITING TEST RESULTS

East Garner

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

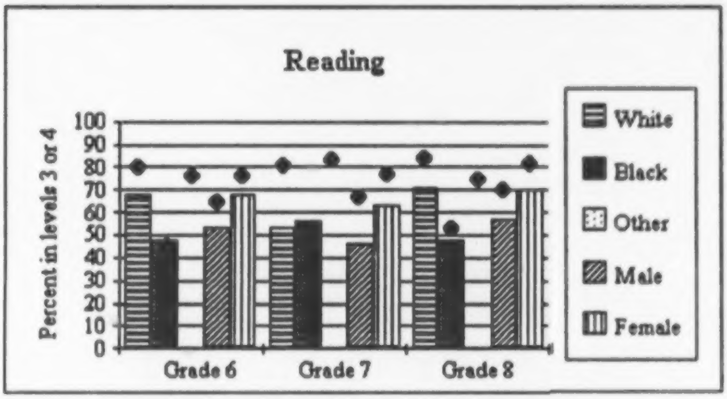
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	53	51	69
Gender			
Males	49	50	63
Females	57	52	75
Race			
Black	31	39	53
White	65	56	77
Other		NA	NA

READING

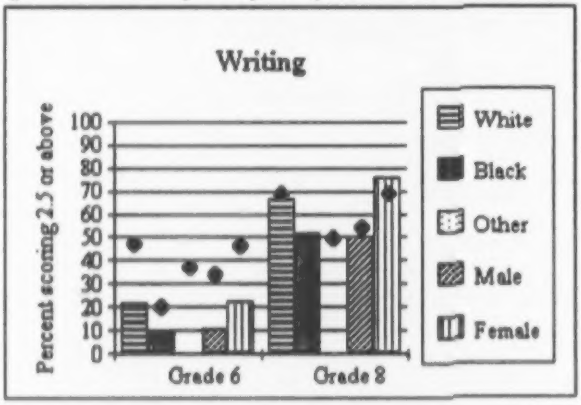
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	61	55	63
Gender			
Males	53	46	57
Females	68	63	70
Race			
Black	48	56	48
White	68	53	71
Other		NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to 6th and 8th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 8
Total School	17	62
Gender		
Males	11	50
Females	23	76
Race		
Black	10	52
White	22	67
Other	NA	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	59.9	50.4	67.1	67.7	75.7	74.2
My child's school grounds are clean and attractive.	88.8	64.2	55.1	83.4	81.9	81.4
My child's school provides a high quality educational program.	59.6	65.4	67.9	74.1	75.7	73.2
The staff at my child's school has high expectations for my child.	64.5	73.3	74.1	72.4	75.2	72.6
My child is academically challenged in all classes.	51.6	64.1	65.0	61.2	65.3	64.5
My child's school offers opportunities for success to all students.	53.7	59.2	61.7	59.1	64.6	62.8
It is easy to contact the staff at my child's school.	70.7	74.9	70.2	73.0	73.8	73.9
When I have a concern about my child, I can count on the school for support.	57.0	61.8	63.5	64.9	65.8	65.1
The administration at my child's school is responsive to parents.	58.5	62.6	65.5	67.4	69.4	68.9
I feel comfortable visiting my child's school.	89.4	84.0	85.5	87.9	86.7	86.0
My child's school provides sufficient opportunities for parental involvement.	73.5	71.3	75.9	78.9	80.4	78.7
Students of all races are treated fairly by teachers and administrators at my school.	44.0	50.4	NA	51.5	58.4	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	73.8	75.4	NA	74.2	73.3	NA

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	64 %	56 %	64 %	48%	51%	64%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	17.5	44.0	30.3	6.0	2.2
	1992	12.8	48.5	28.0	8.3	2.4
All Middle Schools	1993	29.0	47.6	19.4	3.0	1.0
	1992	25.7	49.5	20.0	3.6	1.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 MIDDLE SCHOOL PROFILE

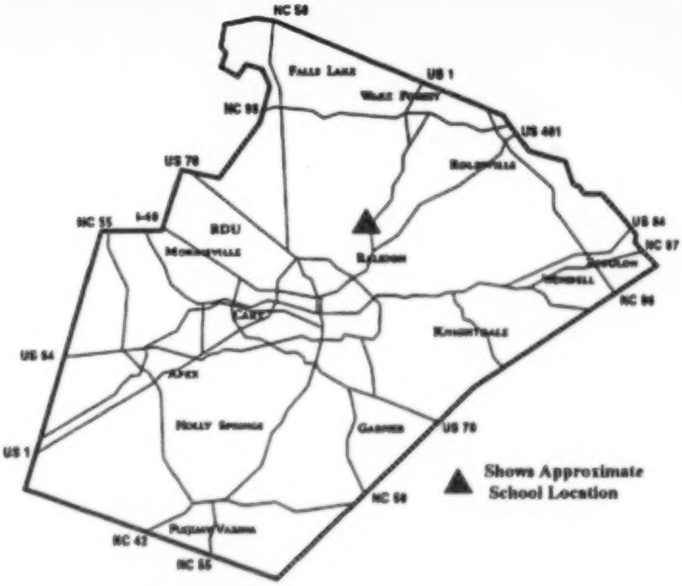
408

East Millbrook

3801 Spring Forest Road
Raleigh 27604
PHONE : 850-8755
Principal: Gladys R. Grissom

Grade Levels Served: 6-8

Original Construction Date:	1975
Most Recent Renovation:	1975
Square Footage Of Building:	102,098
Size Of Property (acres):	50.0
Number Of Permanent Classrooms:	41
Number Of Portable Classrooms:	6


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
NC 42
Fuquay-Varina
NC 55
Shows Approximate School Location

Magnet Program: None
ESL Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Middle Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	869	977	990	887	889	894
Avg. DailyAttendance	Not Available	94.7 %	94.7 %	Not Available	95.1%	95.3%
Free/Reduced Lunch	25 %	23 %	Not Available	20%	20%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
6	132	109	13	136	118	254
7	147	111	11	136	133	269
8	190	116	14	148	172	320
SCEC	8	17	1	18	8	26
Total	477	353	39	438	431	869

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	80
Behav./Emotion. Handicapped	8
Educable Mentally Handicapped	9
Other Handicapping Conditions	4
Academically Gifted	101

1993-94 MIDDLE SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 40	EC Teachers: 9	Other Teachers: 11
Certified Staff: 68	EC Tchr Assts: 4	Clerical Staff: 7

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other middle schools.

	This School	Middle School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	21.3	21.5
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	16.8	17.6
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	13.3	13.9
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	14.3	14.5

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
6	Expected	Expected	Below	Below	Below	Expected	Below	Expected	Expected
7	Above	Expected	Expected	Expected	Below	Below	Expected	Below	Below
8	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected

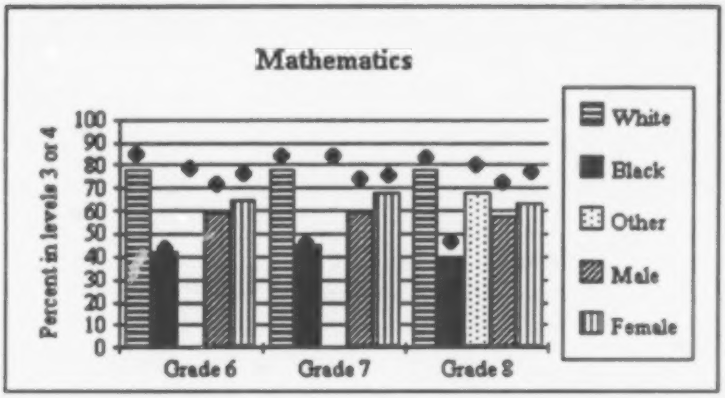
END-0F-GRADE AND WRITING TEST RESULTS

East Millbrook

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

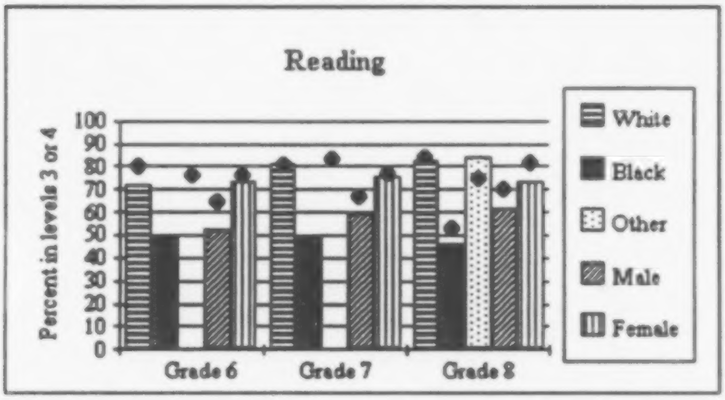
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	62	64	61
Gender			
Males	59	59	58
Females	65	68	63
Race			
Black	42	45	39
White	78	78	78
Other		NA	68

READING

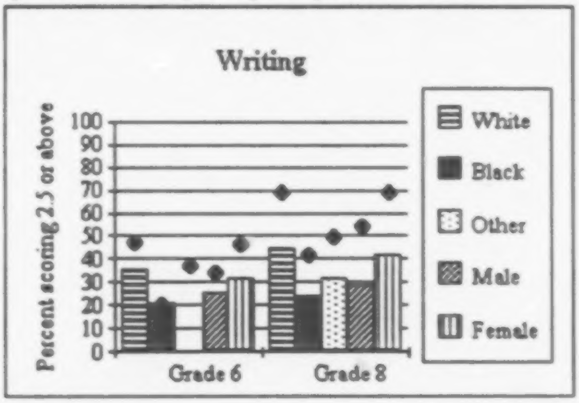
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	62	68	68
Gender			
Males	52	59	62
Females	73	76	73
Race			
Black	50	49	46
White	72	81	83
Other		NA	84

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to 6th and 8th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 8
Total School	29	35
Gender		
Males	26	29
Females	32	42
Race		
Black	21	24
White	36	45
Other	NA	32

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	56.0	70.6	71.6	67.7	75.7	74.2
My child's school grounds are clean and attractive.	88.8	88.7	94.1	83.4	81.9	81.4
My child's school provides a high quality educational program.	70.4	68.4	75.6	74.1	75.7	73.2
The staff at my child's school has high expectations for my child.	70.8	69.1	69.1	72.4	75.2	72.6
My child is academically challenged in all classes.	60.9	63.8	66.1	61.2	65.3	64.5
My child's school offers opportunities for success to all students.	60.5	63.4	64.0	59.1	64.6	62.8
It is easy to contact the staff at my child's school.	74.9	73.8	71.4	73.0	73.8	73.9
When I have a concern about my child, I can count on the school for support.	63.3	69.4	65.2	64.9	65.8	65.1
The administration at my child's school is responsive to parents.	65.3	66.4	66.9	67.4	69.4	68.9
I feel comfortable visiting my child's school.	88.3	84.0	86.9	87.9	86.7	86.0
My child's school provides sufficient opportunities for parental involvement.	77.5	76.3	75.4	78.9	80.4	78.7
Students of all races are treated fairly by teachers and administrators at my school.	51.8	55.5	NA	51.5	58.4	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	73.2	72.6	NA	74.2	73.3	NA

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	51 %	43 %	53 %	48%	51%	64%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	22.0	51.7	21.5	3.6	1.2
	1992	20.5	50.4	21.8	5.0	2.4
All Middle Schools	1993	29.0	47.6	19.4	3.0	1.0
	1992	25.7	49.5	20.0	3.6	1.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 MIDDLE SCHOOL PROFILE

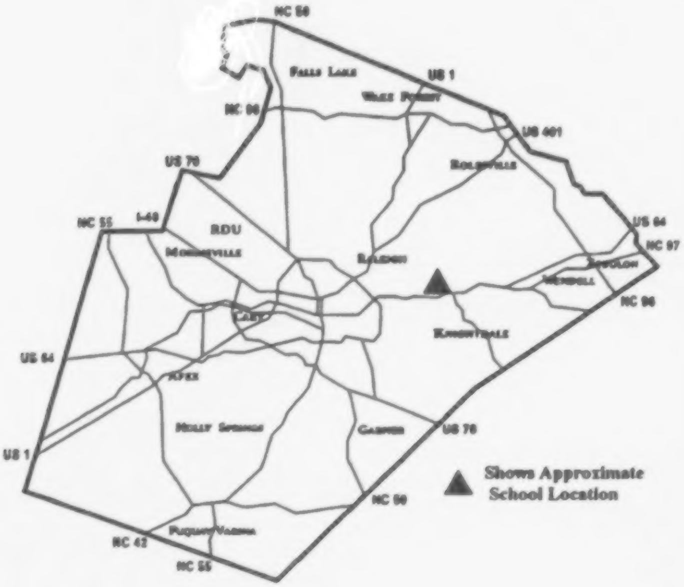
410

East Wake

2700 Old Milburnie Road
Raleigh 27604
PHONE : 266-8500
Principal: Gene D. Yeargin

Grade Levels Served: 6-8

Original Construction Date:	1989
Most Recent Renovation:	1989
Square Footage Of Building:	118,309
Size Of Property (acres):	56.3
Number Of Permanent Classrooms:	54
Number Of Portable Classrooms:	0


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
US 64
NC 97
Raleigh
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
Shows Approximate School Location
NC 50
Fuquay-Varina
NC 42
NC 55

Magnet Program: None
ESL Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Middle Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	843	797	733	887	889	894
Avg. DailyAttendance	Not Available	94.1 %	94.6 %	Not Available	95.1%	95.3%
Free/Reduced Lunch	27 %	26 %	Not Available	20%	20%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
6	208	60	2	138	132	270
7	195	65	4	126	138	264
8	186	75	1	136	126	262
SCEC	21	26	0	35	12	47
Total	610	226	7	435	408	843

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	81
Behav./Emotion. Handicapped	18
Educable Mentally Handicapped	9
Other Handicapping Conditions	10
Academically Gifted	84

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1993-94 MIDDLE SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 36
EC Teachers: 8
Other Teachers: 8
Certified Staff: 58
EC Tchr Assts: 3
Clerical Staff: 6

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other middle schools.

	This School	Middle School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	22.2	21.5
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	18.3	17.6
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	15.3	13.9
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	16.2	14.5

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
6	Expected	Expected	Expected	Expected	Expected	Above	Expected	Expected	Above
7	Expected	Expected	Expected	Expected	Expected	Above	Expected	Expected	Below
8	Expected	Expected	Expected	Expected	Expected	Expected	Above	Above	Above

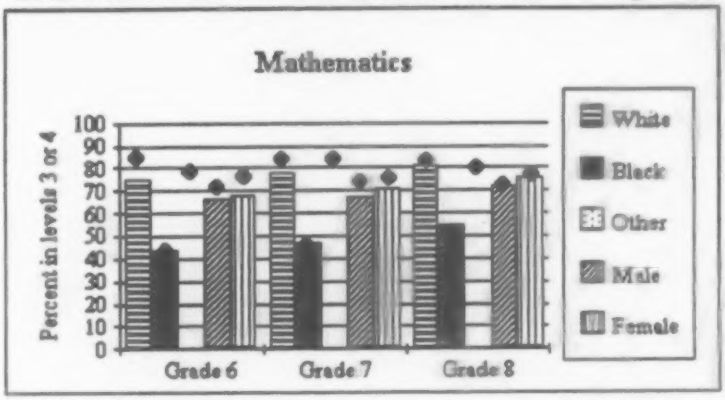
END-0F-GRADE AND WRITING TEST RESULTS

East Wake

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

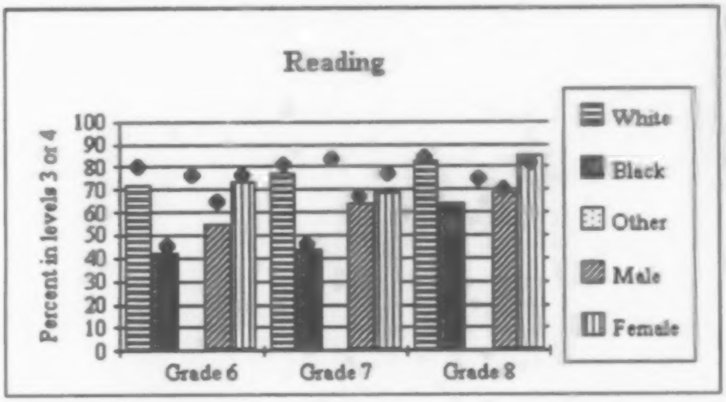
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	67	69	74
Gender			
Males	66	67	72
Females	68	71	76
Race			
Black	44	47	55
White	75	78	81
Other		NA	NA

READING

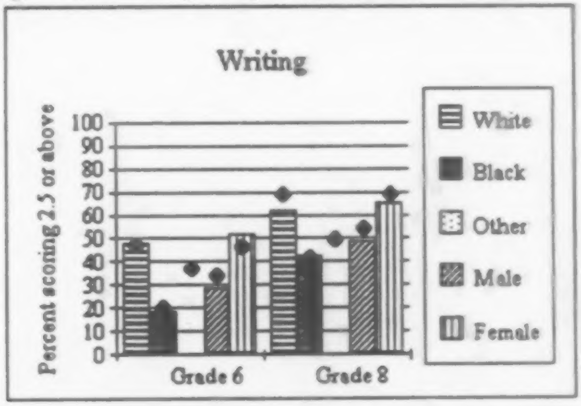
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	64	66	78
Gender			
Males	55	64	69
Females	73	69	85
Race			
Black	42	44	64
White	72	77	83
Other		NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to 6th and 8th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 8
Total School	41	57
Gender		
Males	29	49
Females	52	65
Race		
Black	19	43
White	48	62
Other	NA	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	59.8	70.5	85.2	67.7	75.7	74.2
My child's school grounds are clean and attractive.	95.7	96.5	97.6	83.4	81.9	81.4
My child's school provides a high quality educational program.	71.9	74.0	81.7	74.1	75.7	73.2
The staff at my child's school has high expectations for my child.	68.6	76.6	82.5	72.4	75.2	72.6
My child is academically challenged in all classes.	59.0	68.1	73.4	61.2	65.3	64.5
My child's school offers opportunities for success to all students.	58.4	70.6	75.6	59.1	64.6	62.8
It is easy to contact the staff at my child's school.	65.2	72.1	81.0	73.0	73.8	73.9
When I have a concern about my child, I can count on the school for support.	64.7	65.4	80.8	64.9	65.8	65.1
The administration at my child's school is responsive to parents.	67.5	70.6	89.6	67.4	69.4	68.9
I feel comfortable visiting my child's school.	84.4	88.6	92.8	87.9	86.7	86.0
My child's school provides sufficient opportunities for parental involvement.	77.6	82.9	84.7	78.9	80.4	78.7
Students of all races are treated fairly by teachers and administrators at my school.	54.9	60.7	NA	51.5	58.4	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	68.7	66.6	NA	74.2	73.3	NA

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	31 %	45 %	63 %	48%	51%	64%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	25.5	45.8	23.9	3.6	1.2
	1992	23.6	47.9	23.9	2.7	1.8
All Middle Schools	1993	29.0	47.6	19.4	3.0	1.0
	1992	25.7	49.5	20.0	3.6	1.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 MIDDLE SCHOOL PROFILE

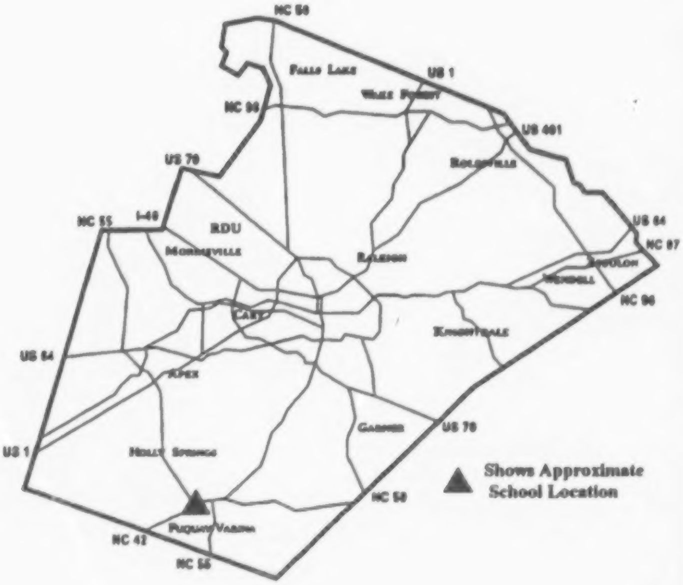
424

Fuquay-Varina

104 N. Woodrow Street
Fuquay-Varina 27526
PHONE : 557-2727
Principal: Carroll A. Reed

Grade Levels Served: 6-8

Original Construction Date:	1956
Most Recent Renovation:	1991
Square Footage Of Building:	144,147
Size Of Property (acres):	15.8
Number Of Permanent Classrooms:	50
Number Of Portable Classrooms:	0


NC 50
Falls Lake
US 1
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US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
US 70
Garner
US 1
Holly Springs
NC 50
Fuquay-Varina
NC 42
NC 55
▲ Shows Approximate School Location

Magnet Program: None
ESL Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Middle Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	730	681	795	887	889	894
Avg. DailyAttendance	Not Available	94.9 %	94.7 %	Not Available	95.1%	95.3%
Free/Reduced Lunch	27 %	28 %	Not Available	20%	20%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
6	188	61	2	124	127	251
7	151	60	2	116	97	213
8	187	53	1	109	132	241
SCEC	10	15	0	19	6	25
Total	536	189	5	368	362	730

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	77
Behav./Emotion. Handicapped	22
Educable Mentally Handicapped	2
Other Handicapping Conditions	6
Academically Gifted	94

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1993-94 MIDDLE SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 33	EC Teachers: 9	Other Teachers: 9
Certified Staff: 57	EC Tchr Assts: 2	Clerical Staff: 6

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other middle schools.

	This School	Middle School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	21.3	21.5
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	16.8	17.6
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	13.6	13.9
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	14.7	14.5

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
6	Below	Below	Expected	Expected	Below	Above	Expected	Expected	Expected
7	Below	Expected	Below	Expected	Expected	Below	Below	Expected	Expected
8	Below	Below	Above	Below	Expected	Below	Below	Expected	Expected

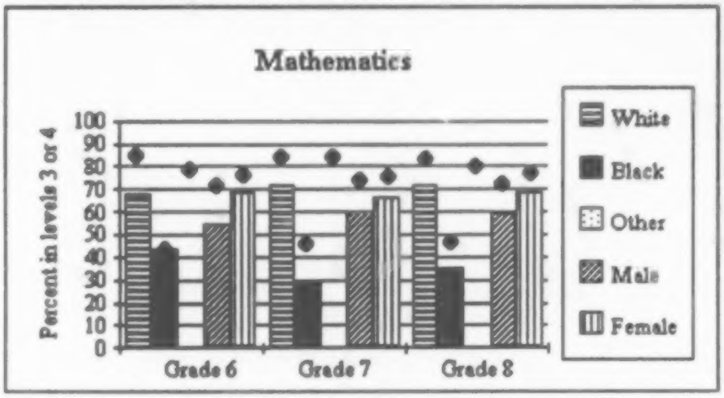
END-0F-GRADE AND WRITING TEST RESULTS

Fuquay-Varina

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each categorv and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

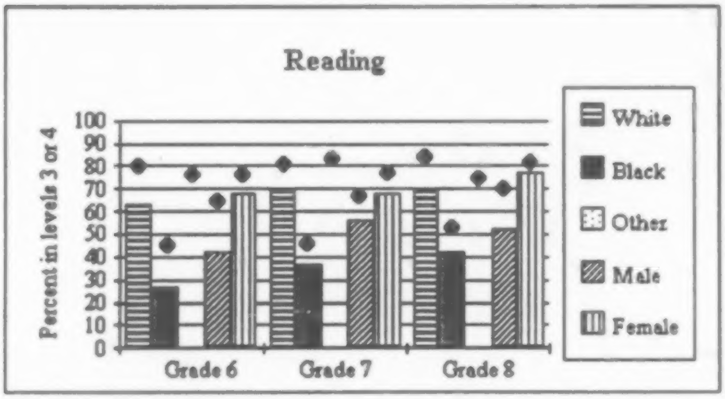
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	61	63	64
Gender			
Males	55	60	59
Females	69	66	69
Race			
Black	44	30	35
White	68	72	72
Other		NA	NA

READING

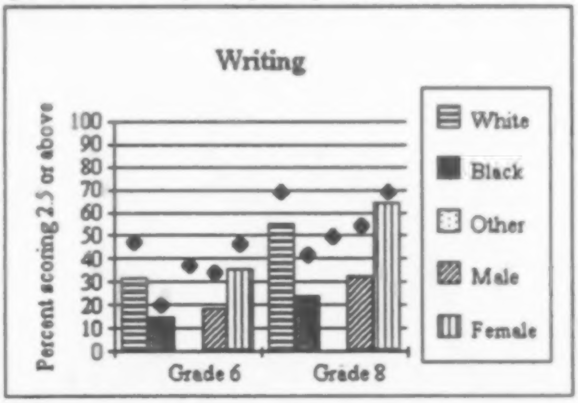
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	53	63	64
Gender			
Males	42	56	52
Females	68	68	77
Race			
Black	27	37	42
White	63	70	70
Other		NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to 6th and 8th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 8
Total School	27	48
Gender		
Males	19	33
Females	36	64
Race		
Black	15	24
White	32	55
Other	NA	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	59.8	62.7	59.9	67.7	75.7	74.2
My child's school grounds are clean and attractive.	67.9	77.0	74.5	83.4	81.9	81.4
My child's school provides a high quality educational program.	62.4	68.1	63.2	74.1	75.7	73.2
The staff at my child's school has high expectations for my child.	63.9	66.8	66.9	72.4	75.2	72.6
My child is academically challenged in all classes.	57.4	65.2	61.9	61.2	65.3	64.5
My child's school offers opportunities for success to all students.	55.0	63.4	57.4	59.1	64.6	62.8
It is easy to contact the staff at my child's school.	69.6	69.2	68.0	73.0	73.8	73.9
When I have a concern about my child, I can count on the school for support.	59.9	64.9	60.2	64.9	65.8	65.1
The administration at my child's school is responsive to parents.	59.5	57.5	59.3	67.4	69.4	68.9
I feel comfortable visiting my child's school.	83.5	80.8	81.6	87.9	86.7	86.0
My child's school provides sufficient opportunities for parental involvement.	77.4	84.6	77.2	78.9	80.4	78.7
Students of all races are treated fairly by teachers and administrators at my school.	48.4	51.4	NA	51.5	58.4	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	75.7	74.0	NA	74.2	73.3	NA

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	50 %	26 %	63 %	48%	51%	64%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	14.6	44.4	32.1	6.3	2.6
	1992	15.6	45.0	33.3	3.9	2.2
All Middle Schools	1993	29.0	47.6	19.4	3.0	1.0
	1992	25.7	49.5	20.0	3.6	1.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 MIDDLE SCHOOL PROFILE

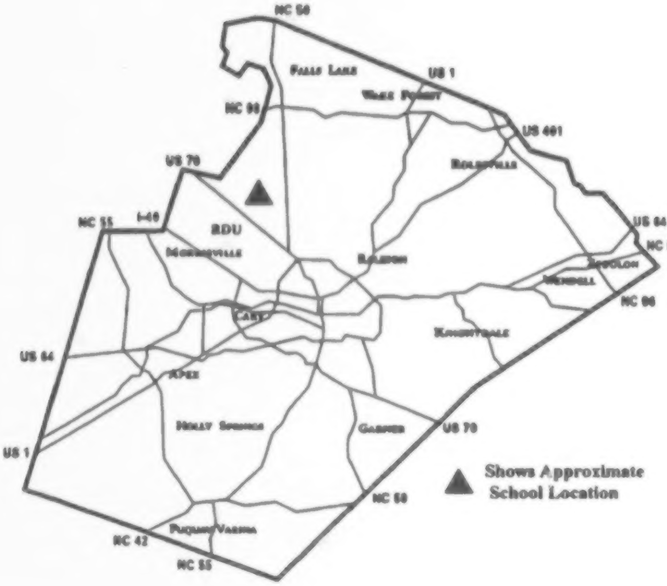
471

Leesville Road

8405 Leesville Road
Raleigh 27613
PHONE : 870-4141
Principal: Jeanette R. Beckwith (Dr.)

Grade Levels Served: 6-8

Original Construction Date:	1991
Most Recent Renovation:	1991
Square Footage Of Building:	187,680
Size Of Property (acres):	35.0
Number Of Permanent Classrooms:	51
Number Of Portable Classrooms:	0


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
US 64
NC 97
Morrisville
Raleigh
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
Shows Approximate School Location
NC 50
Fuquay Varina
NC 42
NC 55

Magnet Program: None
ESL Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Middle Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	1162	1011	625	887	889	894
Avg. DailyAttendance	Not Available	95.7 %	95.6 %	Not Available	95.1%	95.3%
Free/Reduced Lunch	16 %	14 %	Not Available	20%	20%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
6	304	77	7	210	178	388
7	272	72	8	180	172	352
8	296	62	14	190	182	372
SCEC	20	28	2	32	18	50
Total	892	239	31	612	550	1162

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	64
Behav./Emotion. Handicapped	23
Educable Mentally Handicapped	11
Other Handicapping Conditions	28
Academically Gifted	301

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1993-94 MIDDLE SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 50
EC Teachers: 8
Other Teachers: 8
Certified Staff: 74
EC Tchr Assts: 8
Clerical Staff: 8

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other middle schools.

	This School	Middle School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	22.2	21.5
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	19.1	17.6
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	15.7	13.9
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	15.7	14.5

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
6	Expected	Expected	Above	Expected	Expected	Above			
7	Expected	Expected	Expected	Expected	Expected	Above			
8	Expected	Expected	Expected						

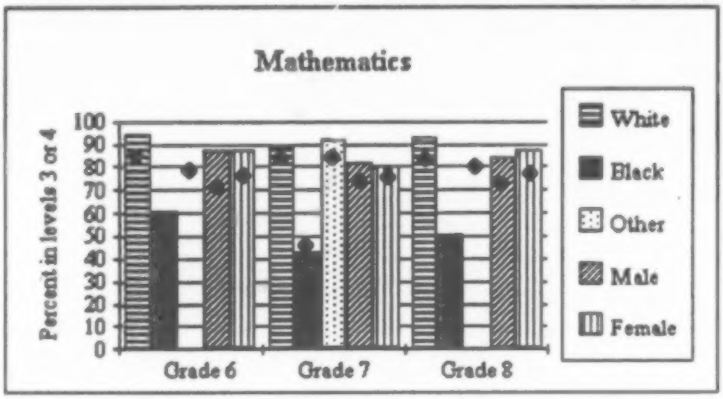
END-0F-GRADE AND WRITING TEST RESULTS

Leesville Road

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ●'s on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

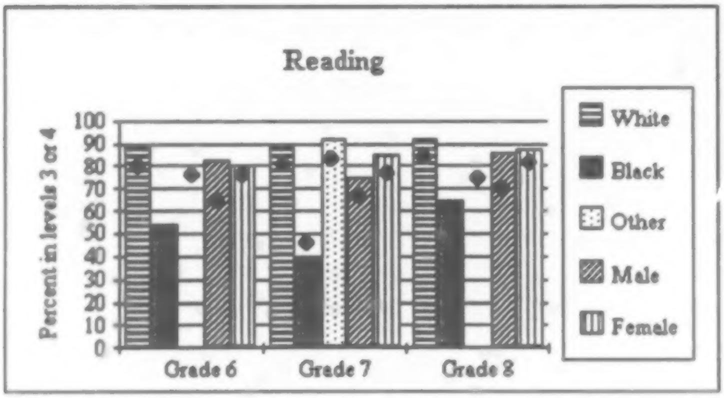
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	87	81	86
Gender			
Males	87	82	84
Females	87	80	87
Race			
Black	61	43	51
White	94	89	93
Other		92	NA

READING

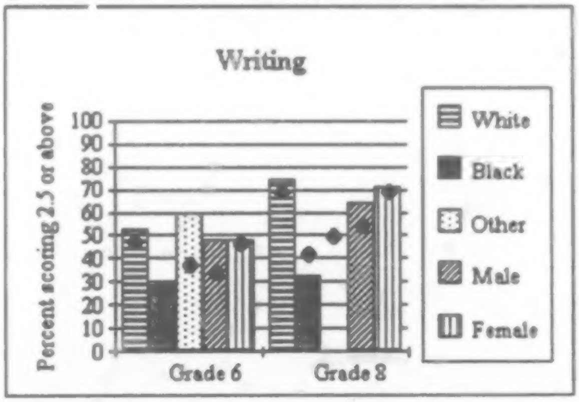
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	82	80	87
Gender			
Males	83	75	86
Females	80	85	87
Race			
Black	54	39	65
White	90	88	92
Other		92	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to 6th and 8th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 8
Total School	48	67
Gender		
Males	48	64
Females	48	71
Race		
Black	29	33
White	53	74
Other	60	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	73.0	92.7	88.9	67.7	75.7	74.2
My child's school grounds are clean and attractive.	95.9	95.0	92.6	83.4	81.9	81.4
My child's school provides a high quality educational program.	80.2	84.8	78.1	74.1	75.7	73.2
The staff at my child's school has high expectations for my child.	75.4	82.7	82.0	72.4	75.2	72.6
My child is academically challenged in all classes.	61.6	70.0	71.7	61.2	65.3	64.5
My child's school offers opportunities for success to all students.	63.0	72.1	67.8	59.1	64.6	62.8
It is easy to contact the staff at my child's school.	73.5	78.6	78.5	73.0	73.8	73.9
When I have a concern about my child, I can count on the school for support.	64.6	71.0	69.9	64.9	65.8	65.1
The administration at my child's school is responsive to parents.	69.0	81.8	78.6	67.4	69.4	68.9
I feel comfortable visiting my child's school.	88.8	93.3	93.1	87.9	86.7	86.0
My child's school provides sufficient opportunities for parental involvement.	84.5	91.2	86.5	78.9	80.4	78.7
Students of all races are treated fairly by teachers and administrators at my school.	54.2	67.8	NA	51.5	58.4	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	74.7	76.0	NA	74.2	73.3	NA

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	64 %	47 %	72 %	48%	51%	64%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	38.2	46.2	13.5	2.0	0.1
	1992	44.2	44.4	10.3	0.9	0.2
All Middle Schools	1993	29.0	47.6	19.4	3.0	1.0
	1992	25.7	49.5	20.0	3.6	1.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 MIDDLE SCHOOL PROFILE

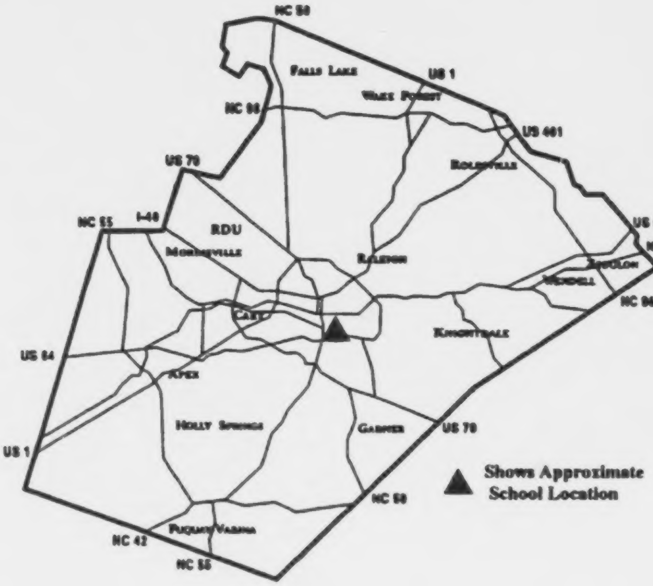
472

Ligon

706 E. Lenoir Street
Raleigh 27601
PHONE : 856-7929
Principal: Crystal C. Helm

Grade Levels Served: 6-8

Original Construction Date:	1953
Most Recent Renovation:	1988
Square Footage Of Building:	157,683
Size Of Property (acres):	17.4
Number Of Permanent Classrooms:	60
Number Of Portable Classrooms:	5


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
NC 42
Fuquay-Varina
NC 55
Shows Approximate School Location

Magnet Program: Gifted and Talented
ESL Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Middle Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	975	1069	1116	887	889	894
Avg. DailyAttendance	Not Available	95.0 %	94.5 %	Not Available	95.1%	95.3%
Free/Reduced Lunch	24 %	24 %	Not Available	20%	20%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
6	171	96	35	151	151	302
7	179	110	30	141	178	319
8	169	110	27	145	161	306
SCEC	12	34	2	30	18	48
Total	531	350	94	467	508	975

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	49
Behav./Emotion. Handicapped	13
Educable Mentally Handicapped	7
Other Handicapping Conditions	26
Academically Gifted	466

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1993-94 MIDDLE SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 44
EC Teachers: 16
Other Teachers: 13
Certified Staff: 82
EC Tchr Assts: 8
Clerical Staff: 7

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other middle schools.

	This School	Middle School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	21.0	21.5
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	16.4	17.6
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	12.3	13.9
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	12.6	14.5

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
6	Above	Above	Expected	Above	Expected	Expected	Above	Above	Above
7	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected
8	Above	Expected	Expected	Above	Expected	Expected	Expected	Expected	Expected

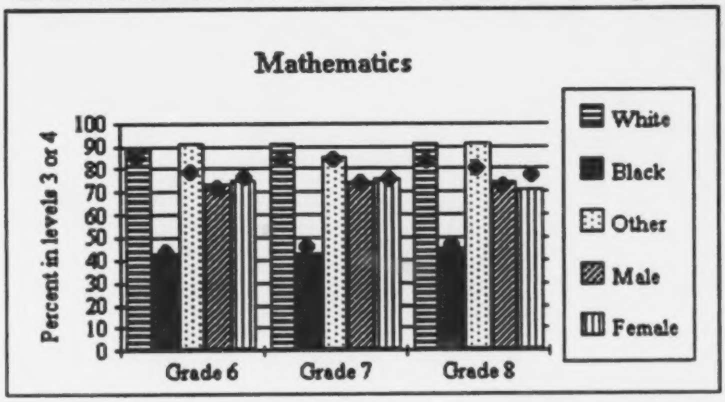
END-0F-GRADE AND WRITING TEST RESULTS

Ligon

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

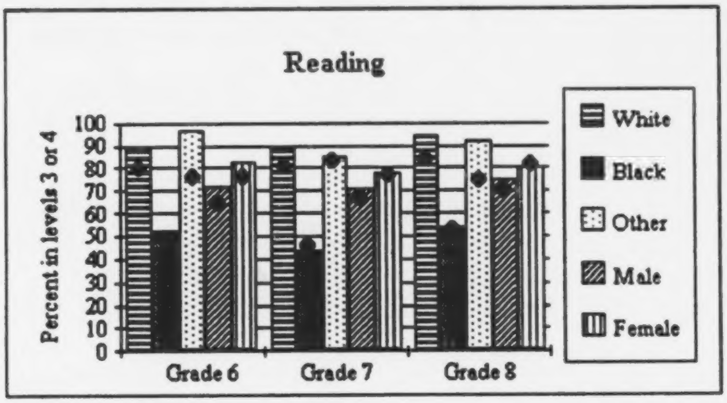
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	74	74	72
Gender			
Males	73	74	74
Females	75	76	71
Race			
Black	43	43	45
White	90	91	91
Other	91	85	91

READING

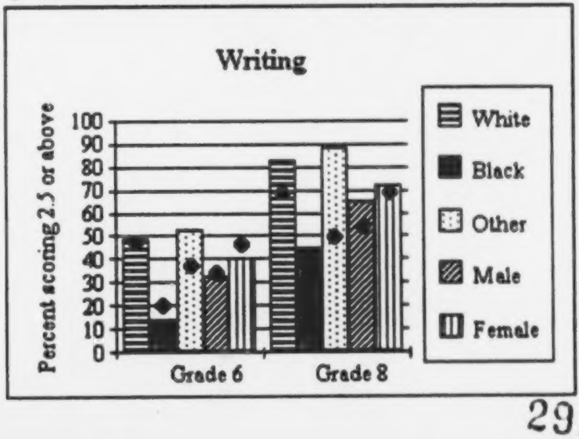
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	77	74	78
Gender			
Males	72	71	75
Females	83	78	80
Race			
Black	52	44	54
White	90	90	94
Other	97	85	92

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to 6th and 8th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 8
Total School	37	68
Gender		
Males	33	65
Females	40	72
Race		
Black	14	45
White	49	83
Other	53	88

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.

This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	52.8	53.5	54.8	67.7	75.7	74.2
My child's school grounds are clean and attractive.	49.4	48.1	52.7	83.4	81.9	81.4
My child's school provides a high quality educational program.	90.7	86.5	85.6	74.1	75.7	73.2
The staff at my child's school has high expectations for my child.	87.3	80.9	78.4	72.4	75.2	72.6
My child is academically challenged in all classes.	73.3	71.2	71.2	61.2	65.3	64.5
My child's school offers opportunities for success to all students.	63.6	64.9	62.2	59.1	64.6	62.8
It is easy to contact the staff at my child's school.	69.2	63.6	62.1	73.0	73.8	73.9
When I have a concern about my child, I can count on the school for support.	63.6	58.0	58.3	64.9	65.8	65.1
The administration at my child's school is responsive to parents.	64.3	58.3	58.0	67.4	69.4	68.9
I feel comfortable visiting my child's school.	79.3	73.3	78.9	87.9	86.7	86.0
My child's school provides sufficient opportunities for parental involvement.	81.6	74.9	77.4	78.9	80.4	78.7
Students of all races are treated fairly by teachers and administrators at my school.	52.2	50.5	NA	51.5	58.4	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	77.4	72.2	NA	74.2	73.3	NA

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	41 %	50 %	63 %	48%	51%	64%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	33.7	49.6	14.9	1.0	0.8
	1992	23.5	51.9	19.5	3.6	1.6
All Middle Schools	1993	29.0	47.6	19.4	3.0	1.0
	1992	25.7	49.5	20.0	3.6	1.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 MIDDLE SCHOOL PROFILE

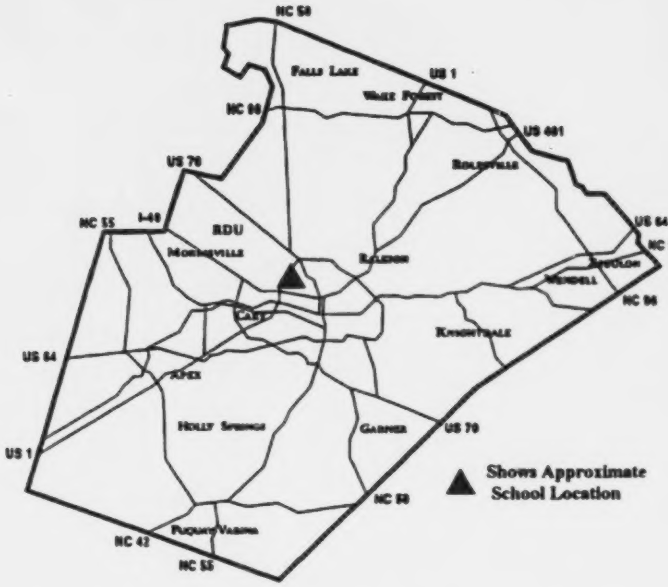
492

Martin

1701 Ridge Road
Raleigh 27607
PHONE : 881-4970
Principal: David C. Coley (Dr.)

Grade Levels Served: 6-8

Original Construction Date:	1959
Most Recent Renovation:	1959
Square Footage Of Building:	115,737
Size Of Property (acres):	30.7
Number Of Permanent Classrooms:	44
Number Of Portable Classrooms:	9


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
NC 42
Fuquay-Varina
NC 55

▲ Shows Approximate School Location

Magnet Program: Gifted and Talented
ESL Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Middle Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	1026	1015	1025	887	889	894
Avg. DailyAttendance	Not Available	95.3 %	96.0 %	Not Available	95.1%	95.3%
Free/Reduced Lunch	16 %	19 %	Not Available	20%	20%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
6	240	105	21	181	185	366
7	239	83	13	143	192	335
8	215	77	20	160	152	312
SCEC	6	7	0	6	7	13
Total	700	272	54	490	536	1026

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	75
Behav./Emotion. Handicapped	12
Educable Mentally Handicapped	2
Other Handicapping Conditions	23
Academically Gifted	390

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1993-94 MIDDLE SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 45	EC Teachers: 13	Other Teachers: 9
Certified Staff: 75	EC Tchr Assts: 7	Clerical Staff: 8

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other middle schools.

	This School	Middle School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	21.9	21.5
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	18.4	17.6
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	13.7	13.9
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	14.1	14.5

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
6	Expected	Above	Expected	Above	Above	Expected	Above	Above	Expected
7	Above	Expected	Below	Above	Expected	Expected	Above	Expected	Expected
8	Expected	Expected	Above	Expected	Expected	Above	Expected	Expected	Expected

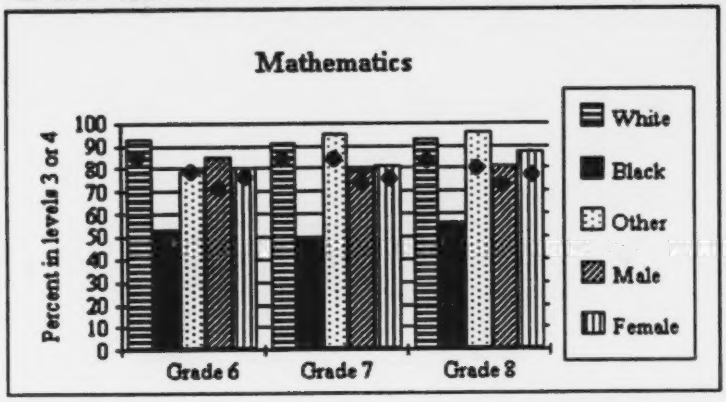
END-0F-GRADE AND WRITING TEST RESULTS

Martin

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ●'s on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

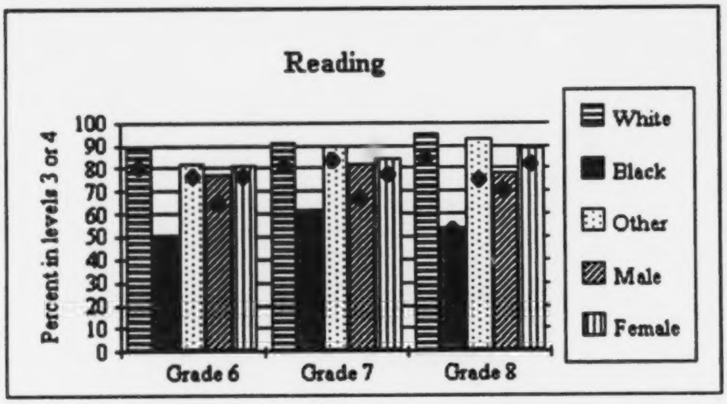
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	82	80	84
Gender			
Males	85	79	81
Females	80	81	87
Race			
Black	53	49	56
White	93	91	93
Other	79	95	96

READING

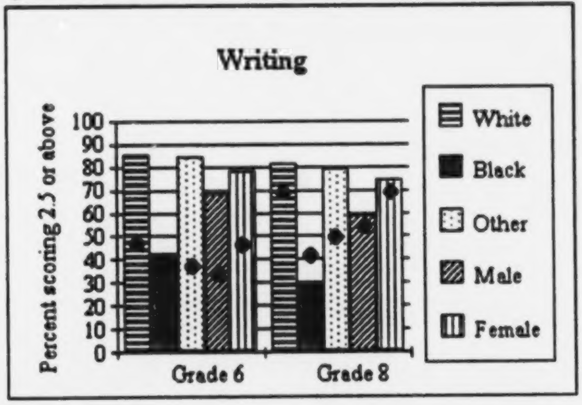
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	79	83	84
Gender			
Males	77	82	78
Females	81	84	89
Race			
Black	51	62	54
White	89	91	95
Other	82	90	93

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to 6th and 8th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 8
Total School	74	67
Gender		
Males	68	59
Females	78	74
Race		
Black	43	30
White	85	81
Other	84	79

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	83.3	89.0	88.2	67.7	75.7	74.2
My child's school grounds are clean and attractive.	89.3	87.3	87.6	83.4	81.9	81.4
My child's school provides a high quality educational program.	91.2	88.1	85.9	74.1	75.7	73.2
The staff at my child's school has high expectations for my child.	81.4	81.8	78.1	72.4	75.2	72.6
My child is academically challenged in all classes.	69.6	75.2	72.6	61.2	65.3	64.5
My child's school offers opportunities for success to all students.	69.7	69.5	69.2	59.1	64.6	62.8
It is easy to contact the staff at my child's school.	79.2	74.6	77.7	73.0	73.8	73.9
When I have a concern about my child, I can count on the school for support.	71.5	68.8	73.7	64.9	65.8	65.1
The administration at my child's school is responsive to parents.	73.9	72.5	75.0	67.4	69.4	68.9
I feel comfortable visiting my child's school.	94.3	90.4	90.5	87.9	86.7	86.0
My child's school provides sufficient opportunities for parental involvement.	83.5	84.3	81.0	78.9	80.4	78.7
Students of all races are treated fairly by teachers and administrators at my school.	55.4	62.0	NA	51.5	58.4	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	80.8	75.8	NA	74.2	73.3	NA

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	57 %	66 %	70 %	48%	51%	64%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	52.5	37.1	8.7	1.5	0.2
	1992	41.0	48.5	8.6	1.2	0.7
All Middle Schools	1993	29.0	47.6	19.4	3.0	1.0
	1992	25.7	49.5	20.0	3.6	1.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 MIDDLE SCHOOL PROFILE

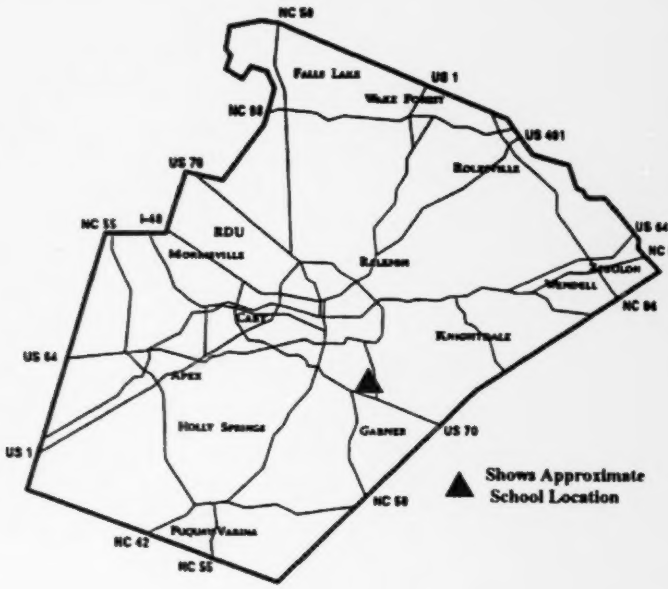
512

North Garner

720 Powell Drive
Garner 27529
PHONE : 662-2434
Principal: Gregory D. Norris

Grade Levels Served: 6-8

Original Construction Date:	1955
Most Recent Renovation:	1974
Square Footage Of Building:	126,517
Size Of Property (acres):	17.6
Number Of Permanent Classrooms:	50
Number Of Portable Classrooms:	4


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
Shows Approximate School Location

Magnet Program: None
ESL Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Middle Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	933	877	860	887	889	894
Avg. DailyAttendance	Not Available	94.7 %	94.5 %	Not Available	95.1%	95.3%
Free/Reduced Lunch	26 %	30 %	Not Available	20%	20%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
6	187	112	4	149	154	303
7	191	118	7	161	155	316
8	177	94	3	139	135	274
SCEC	10	29	1	31	9	40
Total	565	353	15	480	453	933

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	69
Behav./Emotion. Handicapped	16
Educable Mentally Handicapped	14
Other Handicapping Conditions	13
Academically Gifted	109

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1993-94 MIDDLE SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 42	EC Teachers: 9	Other Teachers: 7
Certified Staff: 66	EC Tchr Assts: 3	Clerical Staff: 6

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other middle schools.

	This School	Middle School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	21.8	21.5
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	18.6	17.6
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	14.7	13.9
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	15.8	14.5

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
6	Expected	Expected	Expected	Below	Expected	Below	Below	Below	Below
7	Expected	Expected	Expected	Expected	Expected	Expected	Below	Below	Expected
8	Expected	Expected	Expected	Below	Expected	Below	Below	Expected	Below

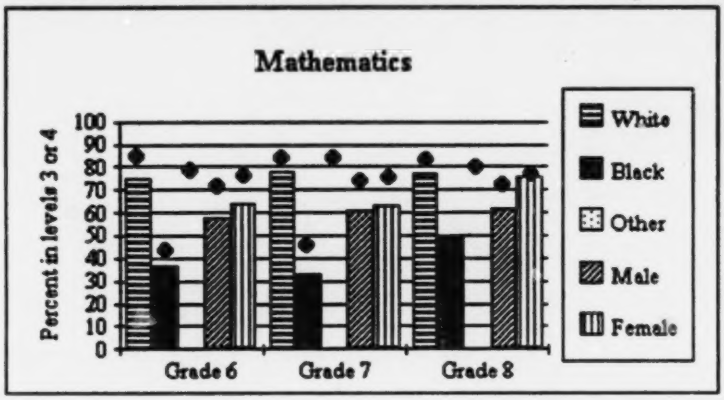
END-0F-GRADE AND WRITING TEST RESULTS

North Garner

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

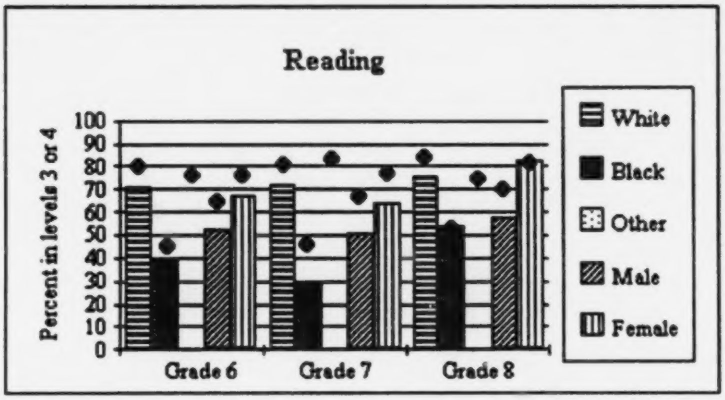
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	61	62	69
Gender			
Males	58	61	62
Females	64	63	76
Race			
Black	37	33	49
White	75	78	77
Other		NA	NA

READING

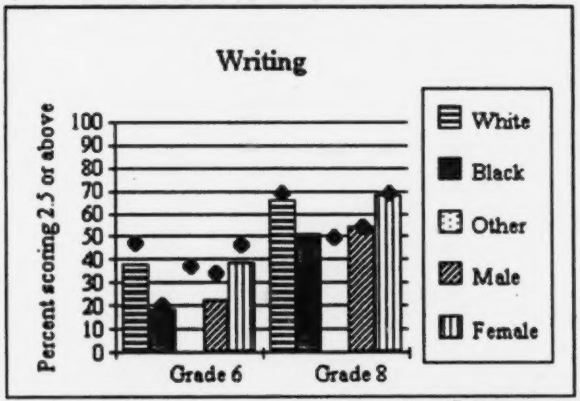
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	59	58	70
Gender			
Males	52	51	58
Females	67	64	83
Race			
Black	40	30	54
White	71	72	76
Other		NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to 6th and 8th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 8
Total School	31	61
Gender		
Males	23	54
Females	39	68
Race		
Black	19	51
White	38	66
Other	NA	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	57.7	55.2	63.9	67.7	75.7	74.2
My child's school grounds are clean and attractive.	68.6	77.5	74.3	83.4	81.9	81.4
My child's school provides a high quality educational program.	62.5	63.7	69.2	74.1	75.7	73.2
The staff at my child's school has high expectations for my child.	64.2	71.6	70.6	72.4	75.2	72.6
My child is academically challenged in all classes.	52.9	60.2	54.9	61.2	65.3	64.5
My child's school offers opportunities for success to all students.	56.1	60.1	62.3	59.1	64.6	62.8
It is easy to contact the staff at my child's school.	61.5	72.6	73.2	73.0	73.8	73.9
When I have a concern about my child, I can count on the school for support.	56.2	61.3	66.9	64.9	65.8	65.1
The administration at my child's school is responsive to parents.	63.7	64.1	65.7	67.4	69.4	68.9
I feel comfortable visiting my child's school.	82.4	84.6	83.5	87.9	86.7	86.0
My child's school provides sufficient opportunities for parental involvement.	62.4	71.9	74.6	78.9	80.4	78.7
Students of all races are treated fairly by teachers and administrators at my school.	47.7	48.5	NA	51.5	58.4	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	68.2	82.9	NA	74.2	73.3	NA

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	51 %	53 %	63 %	48%	51%	64%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	18.0	44.1	29.5	5.2	3.2
	1992	13.8	43.9	33.9	5.8	2.6
All Middle Schools	1993	29.0	47.6	19.4	3.0	1.0
	1992	25.7	49.5	20.0	3.6	1.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 MIDDLE SCHOOL PROFILE

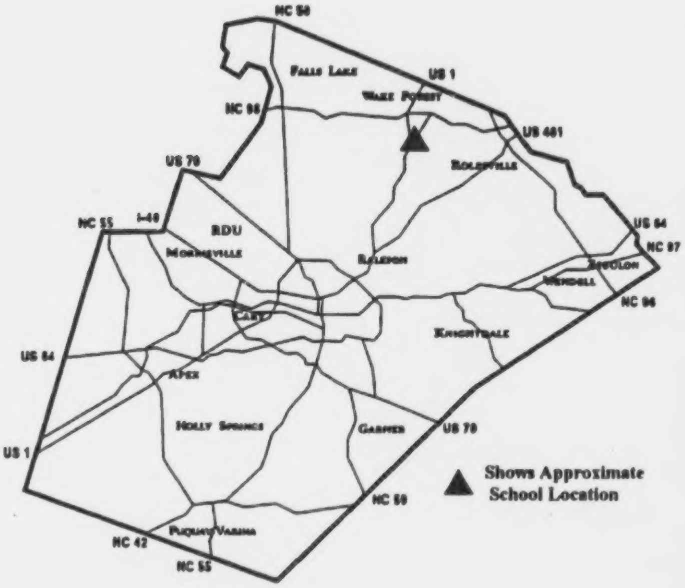
592

Wake Forest-Rolesville

1800 South Main Street
Wake Forest 27587
PHONE : 554-8440
Principal: Danny W. Barnes

Grade Levels Served: 6-8

Original Construction Date: 1989
Most Recent Renovation: 1989
Square Footage Of Building: 155,754
Size Of Property (acres): 23.0
Number Of Permanent Classrooms: 55
Number Of Portable Classrooms: 10


NC 50
Falls Lake
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US 70
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Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
Shows Approximate School Location

Magnet Program: None
ESL Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Middle Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	1210	1162	1045	887	889	894
Avg. DailyAttendance	Not Available	94.5 %	94.9 %	Not Available	95.1%	95.3%
Free/Reduced Lunch	20 %	19 %	Not Available	20%	20%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
6	308	87	5	223	177	400
7	322	81	1	209	195	404
8	293	70	6	190	179	369
SCEC	22	15	0	30	7	37
Total	945	253	12	652	558	1210

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	108
Behav./Emotion. Handicapped	19
Educable Mentally Handicapped	15
Other Handicapping Conditions	21
Academically Gifted	263

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1993-94 MIDDLE SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 56
EC Teachers: 10
Other Teachers: 8

Certified Staff: 82
EC Tchr Assts: 5
Clerical Staff: 7

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other middle schools.

	This School	Middle School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	21.1	21.5
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	18.4	17.6
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	15.4	13.9
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	16.0	14.5

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
6	Expected	Expected	Expected	Expected	Below	Expected	Expected	Expected	Expected
7	Below	Expected	Expected	Below	Below	Expected	Below	Below	Expected
8	Expected	Expected	Expected	Above	Expected	Expected	Expected	Expected	Expected

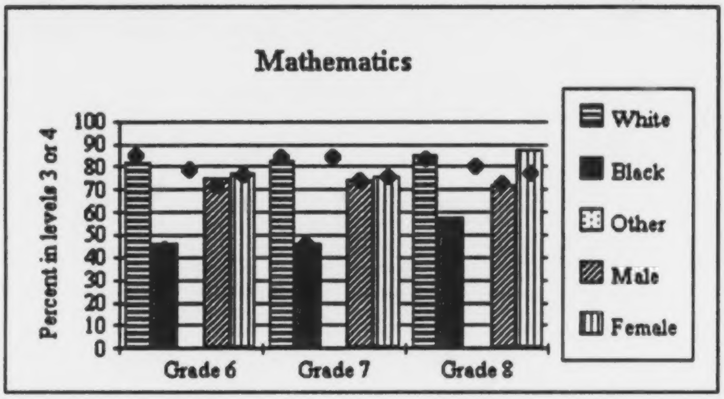
END-0F-GRADE AND WRITING TEST RESULTS

Wake Forest-Rolesville

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ●'s on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

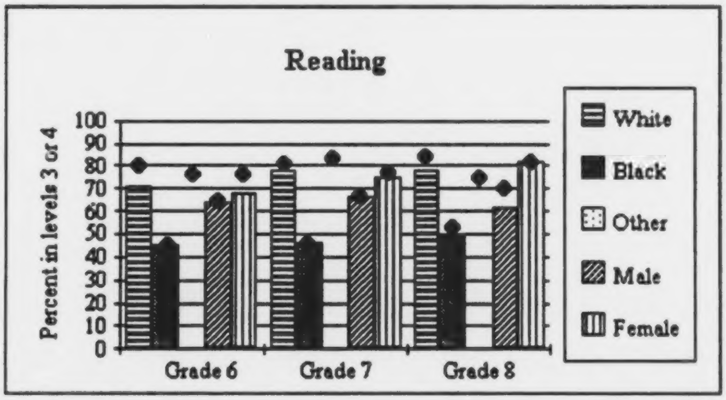
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	75	74	79
Gender			
Males	75	74	72
Females	77	76	87
Race			
Black	46	46	58
White	82	83	85
Other		NA	NA

READING

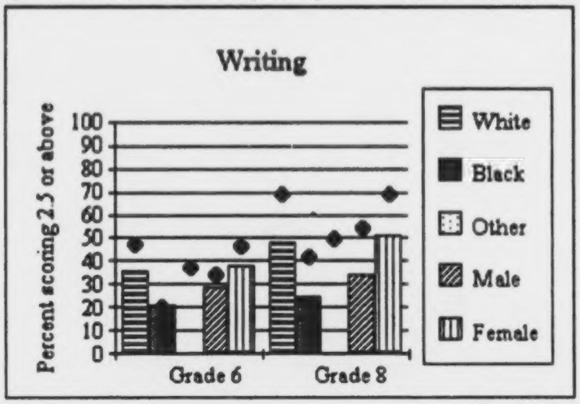
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	65	70	71
Gender			
Males	64	66	62
Females	68	75	82
Race			
Black	45	46	49
White	71	78	78
Other		NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to 6th and 8th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 8
Total School	33	43
Gender		
Males	29	34
Females	38	51
Race		
Black	21	25
White	36	48
Other	NA	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	59.4	74.0	74.1	67.7	75.7	74.2
My child's school grounds are clean and attractive.	90.0	91.2	94.7	83.4	81.9	81.4
My child's school provides a high quality educational program.	66.7	71.1	68.3	74.1	75.7	73.2
The staff at my child's school has high expectations for my child.	67.8	70.6	69.9	72.4	75.2	72.6
My child is academically challenged in all classes.	56.6	63.2	64.5	61.2	65.3	64.5
My child's school offers opportunities for success to all students.	54.1	62.3	62.8	59.1	64.6	62.8
It is easy to contact the staff at my child's school.	67.7	71.1	74.0	73.0	73.8	73.9
When I have a concern about my child, I can count on the school for support.	59.8	61.1	64.3	64.9	65.8	65.1
The administration at my child's school is responsive to parents.	59.7	66.3	66.6	67.4	69.4	68.9
I feel comfortable visiting my child's school.	87.0	88.9	87.1	87.9	86.7	86.0
My child's school provides sufficient opportunities for parental involvement.	79.1	80.3	82.8	78.9	80.4	78.7
Students of all races are treated fairly by teachers and administrators at my school.	47.7	56.4	NA	51.5	58.4	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	72.4	67.9	NA	74.2	73.3	NA

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	50 %	44 %	58 %	48%	51%	64%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	20.4	49.8	23.8	4.7	1.3
	1992	21.0	50.6	23.3	3.5	1.5
All Middle Schools	1993	29.0	47.6	19.4	3.0	1.0
	1992	25.7	49.5	20.0	3.6	1.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 MIDDLE SCHOOL PROFILE

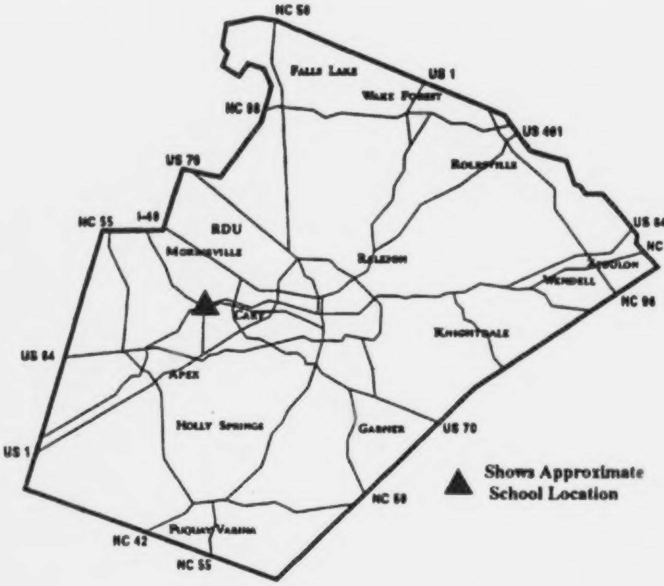
604

West Cary

1000 Evans Road
Cary 27513
PHONE : 460-3528
Principal: Elvia N. Walker

Grade Levels Served: 6-8

Original Construction Date:	1965
Most Recent Renovation:	1974
Square Footage Of Building:	69,136
Size Of Property (acres):	35.9
Number Of Permanent Classrooms:	29
Number Of Portable Classrooms:	17


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
Shows Approximate School Location
NC 50
Fuquay Varina
NC 42
NC 55

Magnet Program: None
ESL Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Middle Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	850	766	760	887	889	894
Avg. DailyAttendance	Not Available	95.5 %	95.7 %	Not Available	95.1%	95.3%
Free/Reduced Lunch	11 %	14 %	Not Available	20%	20%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
6	202	41	19	131	131	262
7	213	37	12	130	132	262
8	240	30	10	139	141	280
SCEC	25	21	0	33	13	46
Total	680	129	41	433	417	850

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	88
Behav./Emotion. Handicapped	12
Educable Mentally Handicapped	10
Other Handicapping Conditions	10
Academically Gifted	179

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1993-94 MIDDLE SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 38
EC Teachers: 11
Other Teachers: 8
Certified Staff: 64
EC Tchr Assts: 4
Clerical Staff: 6

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other middle schools.

	This School	Middle School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	21.6	21.5
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	17.8	17.6
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	13.7	13.9
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	14.3	14.5

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
6	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Above
7	Below	Expected	Above	Above	Expected	Expected	Expected	Above	Expected
8	Expected	Expected	Expected	Below	Below	Expected	Expected	Expected	Expected

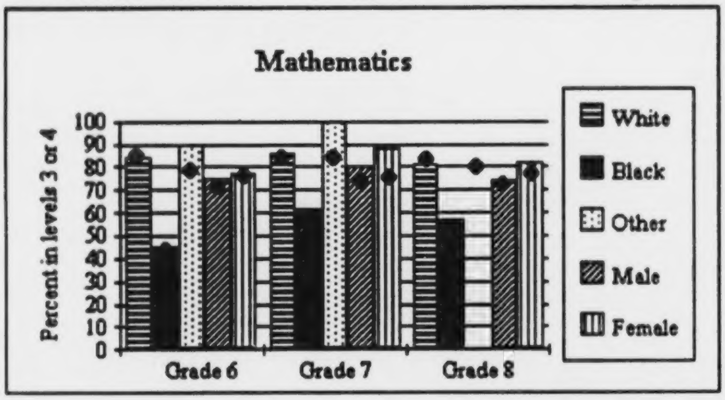
END-0F-GRADE AND WRITING TEST RESULTS

West Cary

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

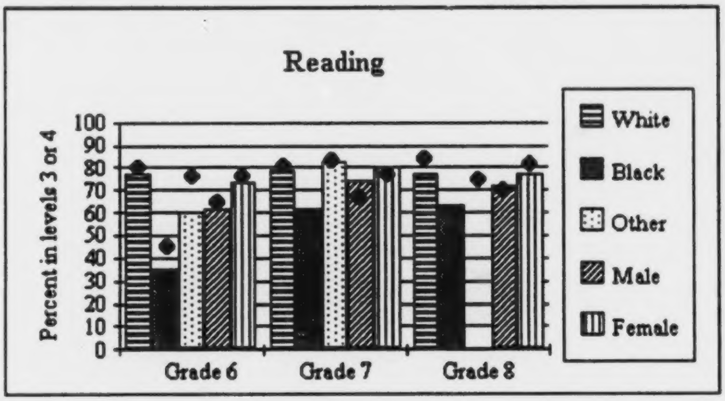
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	76	84	78
Gender			
Males	75	80	74
Females	77	88	82
Race			
Black	45	62	57
White	84	86	81
Other	90	100	NA

READING

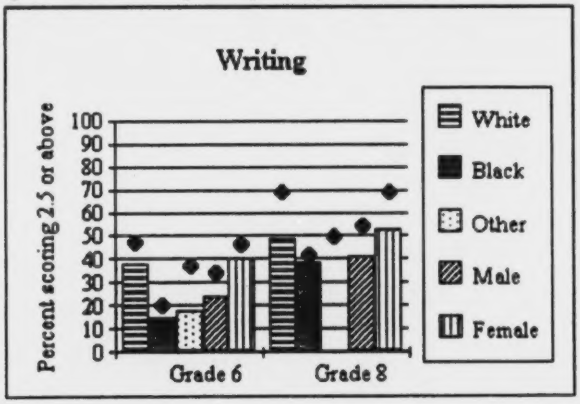
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	67	77	75
Gender			
Males	62	74	72
Females	73	80	77
Race			
Black	35	62	63
White	77	79	77
Other	60	83	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to 6th and 8th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 8
Total School	32	47
Gender		
Males	24	41
Females	40	53
Race		
Black	15	39
White	38	49
Other	18	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	74.8	80.8	81.5	67.7	75.7	74.2
My child's school grounds are clean and attractive.	76.7	69.5	75.7	83.4	81.9	81.4
My child's school provides a high quality educational program.	66.2	66.4	69.7	74.1	75.7	73.2
The staff at my child's school has high expectations for my child.	69.9	73.3	69.9	72.4	75.2	72.6
My child is academically challenged in all classes.	56.2	61.6	62.8	61.2	65.3	64.5
My child's school offers opportunities for success to all students.	55.5	62.5	62.7	59.1	64.6	62.8
It is easy to contact the staff at my child's school.	77.6	77.8	79.5	73.0	73.8	73.9
When I have a concern about my child, I can count on the school for support.	69.1	65.2	66.5	64.9	65.8	65.1
The administration at my child's school is responsive to parents.	76.1	71.5	79.1	67.4	69.4	68.9
I feel comfortable visiting my child's school.	90.5	88.7	85.8	87.9	86.7	86.0
My child's school provides sufficient opportunities for parental involvement.	72.2	79.0	76.5	78.9	80.4	78.7
Students of all races are treated fairly by teachers and administrators at my school.	47.2	58.5	NA	51.5	58.4	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	69.9	68.7	NA	74.2	73.3	NA

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	63 %	58 %	79 %	48%	51%	64%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	21.8	54.9	20.8	2.0	0.4
	1992	16.7	53.8	25.6	3.4	0.5
All Middle Schools	1993	29.0	47.6	19.4	3.0	1.0
	1992	25.7	49.5	20.0	3.6	1.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 MIDDLE SCHOOL PROFILE

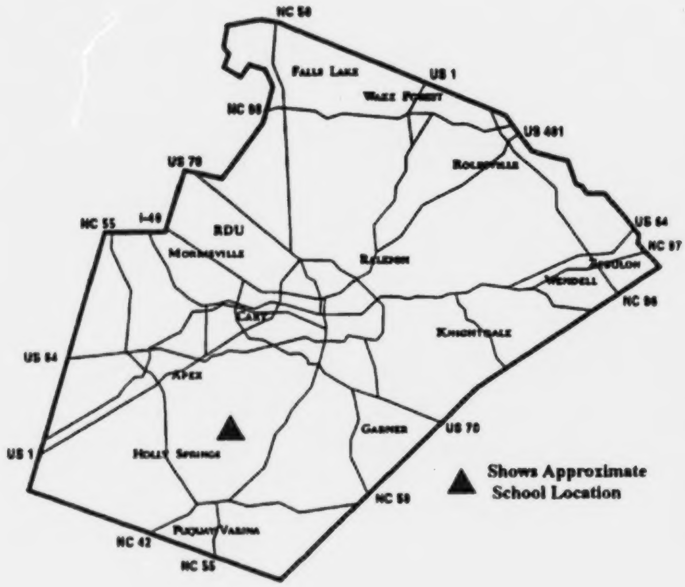
607

West Lake

4600 West Lake Road
Apex 27502
PHONE : 662-2900
Principal: Ramey L. Beavers (Dr.)

Grade Levels Served: 6-8

Original Construction Date:	1992
Most Recent Renovation:	1992
Square Footage Of Building:	132,536
Size Of Property (acres):	35.0
Number Of Permanent Classrooms:	56
Number Of Portable Classrooms:	0


NC 50
FALLS LAKE
US 1
WAKE FOREST
NC 98
US 401
US 70
ROLESVILLE
NC 55
I-40
RDU
MORRISVILLE
RALEIGH
US 64
NC 97
ZEBULON
WENDELL
NC 96
CARY
KNIGHTDALE
US 64
APEX
GARNER
US 70
US 1
HOLLY SPRINGS
NC 50
FUQUAY VARINA
NC 42
NC 55

▲ Shows Approximate School Location

Magnet Program: Year-Round
ESL Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Middle Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	831	532		887	889	894
Avg. DailyAttendance	Not Available	95.8 %	0.0 %	Not Available	95.1%	95.3%
Free/Reduced Lunch	9 %	9 %	Not Available	20%	20%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
6	288	42	4	185	149	334
7	275	32	4	153	158	311
8	144	20	1	78	87	165
SCEC	16	5	0	16	5	21
Total	723	99	9	432	399	831

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	104
Behav./Emotion. Handicapped	4
Educable Mentally Handicapped	5
Other Handicapping Conditions	24
Academically Gifted	220

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1993-94 MIDDLE SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 44
EC Teachers: 8
Other Teachers: 5

Certified Staff: 64
EC Tchr Assts: 6
Clerical Staff: 6

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other middle schools.

	This School	Middle School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	18.6	21.5
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	16.6	17.6
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	13.7	13.9
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	13.9	14.5

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
6									
7									
8									

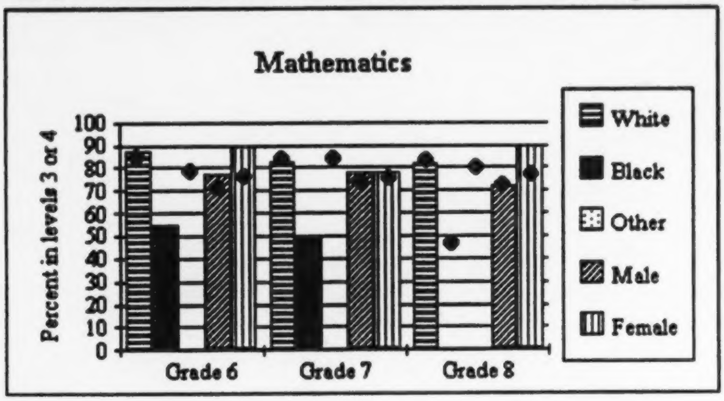
END-0F-GRADE AND WRITING TEST RESULTS

West Lake

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

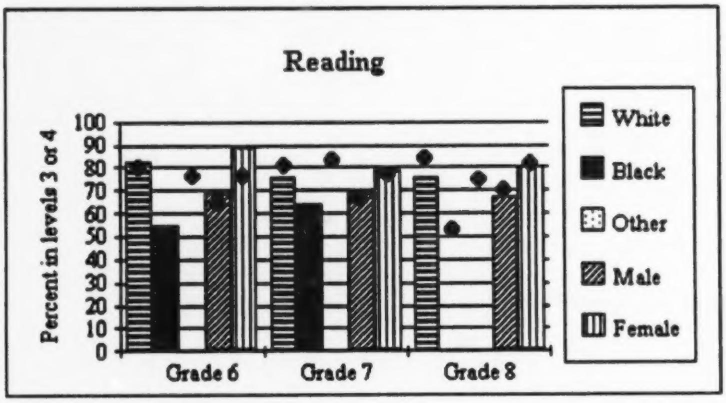
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	84	78	79
Gender			
Males	77	78	72
Females	90	78	90
Race			
Black	55	50	
White	87	83	82
Other		NA	NA

READING

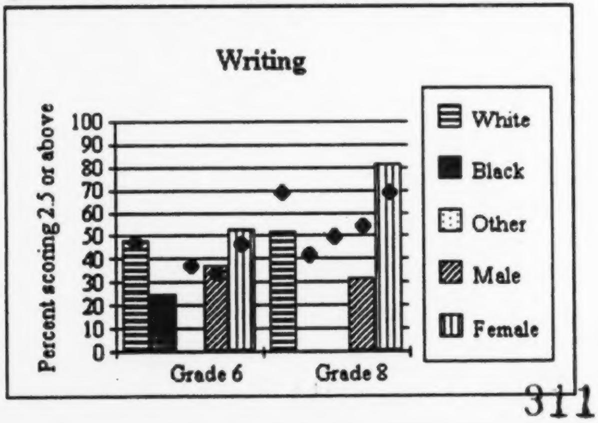
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	80	74	71
Gender			
Males	69	69	67
Females	89	79	80
Race			
Black	55	64	
White	83	76	76
Other		NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to 6th and 8th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 8
Total School	45	50
Gender		
Males	37	32
Females	53	81
Race		
Black	25	NA
White	48	52
Other	NA	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.

This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	92.4	97.8	NA	67.7	75.7	74.2
My child's school grounds are clean and attractive.	97.6	96.6	NA	83.4	81.9	81.4
My child's school provides a high quality educational program.	87.8	86.8	NA	74.1	75.7	73.2
The staff at my child's school has high expectations for my child.	88.0	87.4	NA	72.4	75.2	72.6
My child is academically challenged in all classes.	77.8	76.6	NA	61.2	65.3	64.5
My child's school offers opportunities for success to all students.	71.1	73.5	NA	59.1	64.6	62.8
It is easy to contact the staff at my child's school.	81.7	84.0	NA	73.0	73.8	73.9
When I have a concern about my child, I can count on the school for support.	74.7	77.2	NA	64.9	65.8	65.1
The administration at my child's school is responsive to parents.	76.0	78.6	NA	67.4	69.4	68.9
I feel comfortable visiting my child's school.	91.7	94.1	NA	87.9	86.7	86.0
My child's school provides sufficient opportunities for parental involvement.	82.7	84.4	NA	78.9	80.4	78.7
Students of all races are treated fairly by teachers and administrators at my school.	62.9	70.3	NA	51.5	58.4	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	82.9	79.9	NA	74.2	73.3	NA

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	51 %	73 %		48%	51%	64%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	54.3	37.0	6.7	1.5	0.5
	1992	51.1	38.0	9.1	1.4	0.3
All Middle Schools	1993	29.0	47.6	19.4	3.0	1.0
	1992	25.7	49.5	20.0	3.6	1.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 MIDDLE SCHOOL PROFILE

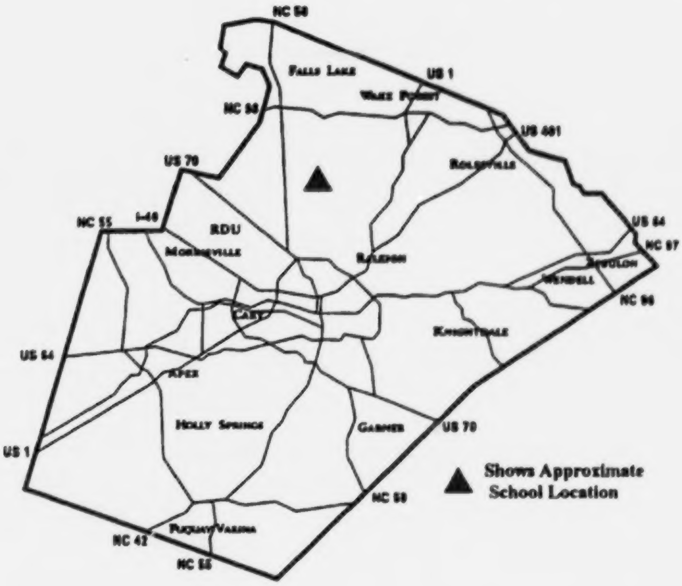
608

West Millbrook

8115 Strickland Road
Raleigh 27615
PHONE : 870-4050
Principal:

Grade Levels Served: 6-8

Original Construction Date:	1976
Most Recent Renovation:	1976
Square Footage Of Building:	87,156
Size Of Property (acres):	40.0
Number Of Permanent Classrooms:	41
Number Of Portable Classrooms:	12


NC 50
Falls Lake
US 1
Wake Forest
NC 50
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
NC 42
Fuquay Varina
NC 55
▲ Shows Approximate School Location

Magnet Program: None
ESL Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Middle Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	968	933	1007	887	889	894
Avg. DailyAttendance	Not Available	96.3 %	96.2 %	Not Available	95.1%	95.3%
Free/Reduced Lunch	15 %	15 %	Not Available	20%	20%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
6	226	74	17	150	167	317
7	226	79	12	160	157	317
8	195	91	11	148	149	297
SCEC	15	21	1	26	11	37
Total	662	265	41	484	484	968

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	86
Behav./Emotion. Handicapped	15
Educable Mentally Handicapped	2
Other Handicapping Conditions	23
Academically Gifted	233

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1993-94 MIDDLE SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 43
EC Teachers: 10
Other Teachers: 10
Certified Staff: 71
EC Tchr Assts: 4
Clerical Staff: 7

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other middle schools.

	This School	Middle School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	21.9	21.5
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	17.7	17.6
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	13.7	13.9
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	14.6	14.5

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
6	Above	Expected	Above	Expected	Expected	Expected	Expected	Above	Above
7	Expected	Above	Expected	Expected	Above	Expected	Expected	Expected	Expected
8	Above	Expected	Above	Above	Expected	Expected	Expected	Expected	Expected

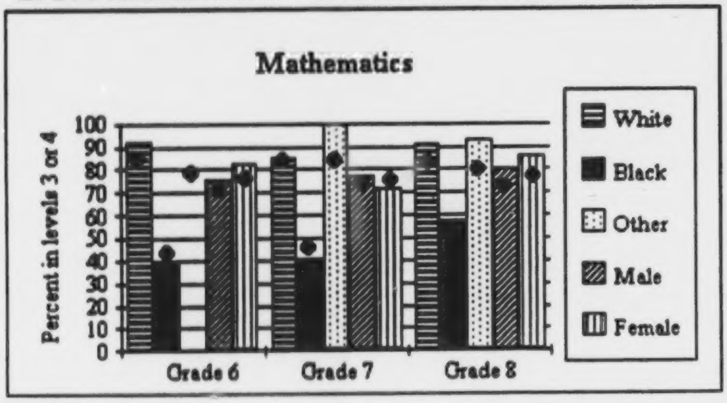
END-0F-GRADE AND WRITING TEST RESULTS

West Millbrook

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ● 's on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

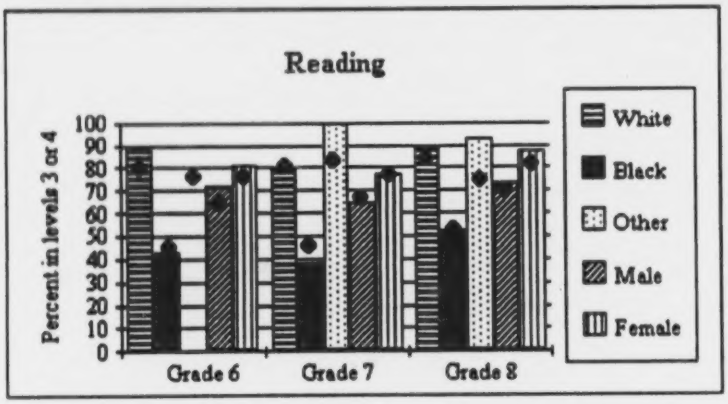
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	79	74	83
Gender			
Males	76	77	80
Females	83	72	86
Race			
Black	40	41	58
White	92	85	91
Other		100	93

READING

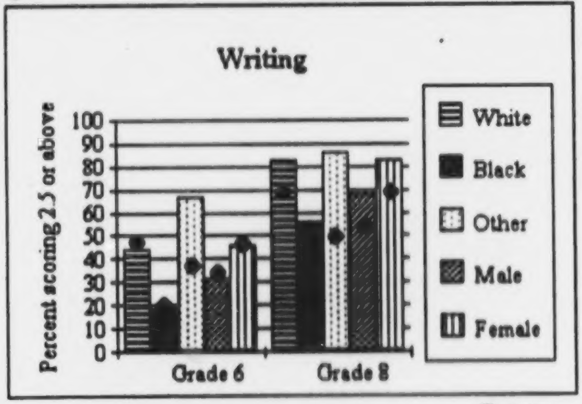
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	76	71	81
Gender			
Males	72	65	73
Females	81	77	87
Race			
Black	43	38	52
White	88	80	89
Other		100	93

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to 6th and 8th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 8
Total School	39	76
Gender		
Males	32	69
Females	46	83
Race		
Black	19	56
White	44	83
Other	67	86

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	57.3	80.5	73.8	67.7	75.7	74.2
My child's school grounds are clean and attractive.	71.8	87.4	86.3	83.4	81.9	81.4
My child's school provides a high quality educational program.	62.5	66.9	64.0	74.1	75.7	73.2
The staff at my child's school has high expectations for my child.	64.0	70.1	65.1	72.4	75.2	72.6
My child is academically challenged in all classes.	53.5	59.5	60.7	61.2	65.3	64.5
My child's school offers opportunities for success to all students.	48.4	57.2	53.8	59.1	64.6	62.8
It is easy to contact the staff at my child's school.	75.5	75.3	71.9	73.0	73.8	73.9
When I have a concern about my child, I can count on the school for support.	63.6	63.3	61.5	64.9	65.8	65.1
The administration at my child's school is responsive to parents.	53.9	67.0	63.9	67.4	69.4	68.9
I feel comfortable visiting my child's school.	86.4	88.0	84.7	87.9	86.7	86.0
My child's school provides sufficient opportunities for parental involvement.	75.8	82.6	75.4	78.9	80.4	78.7
Students of all races are treated fairly by teachers and administrators at my school.	47.1	56.6	NA	51.5	58.4	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	75.7	74.0	NA	74.2	73.3	NA

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	28 %	61 %	58 %	48%	51%	64%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	16.6	53.8	23.7	3.6	2.4
	1992	19.7	53.6	21.9	4.2	0.6
All Middle Schools	1993	29.0	47.6	19.4	3.0	1.0
	1992	25.7	49.5	20.0	3.6	1.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 MIDDLE SCHOOL PROFILE

Pg. 1

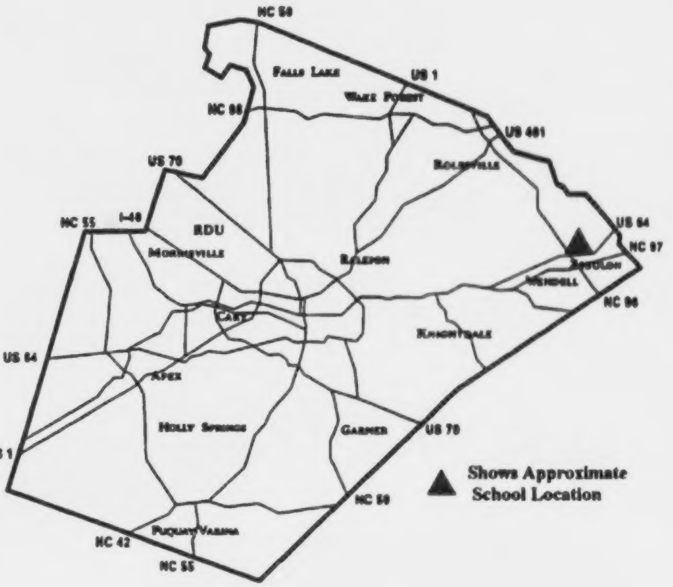
636

Zebulon

1000 Old U.S. 64 East
Zebulon 27597
PHONE : 269-3630
Principal: Thomas C. Benton

Grade Levels Served: 6-8

Original Construction Date:	1923
Most Recent Renovation:	1989
Square Footage Of Building:	124,275
Size Of Property (acres):	22.5
Number Of Permanent Classrooms:	48
Number Of Portable Classrooms:	0


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
Shows Approximate School Location

Magnet Program: None
ESL Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS Middle Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	568	552	546	887	889	894
Avg. DailyAttendance	Not Available	95.2 %	95.0 %	Not Available	95.1%	95.3%
Free/Reduced Lunch	38 %	32 %	Not Available	20%	20%	22%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
6	116	58	0	96	78	174
7	123	47	3	80	93	173
8	139	52	5	101	95	196
SCEC	10	14	1	18	7	25
Total	388	171	9	295	273	568

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	74
Behav./Emotion. Handicapped	24
Educable Mentally Handicapped	9
Other Handicapping Conditions	3
Academically Gifted	55

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1993-94 MIDDLE SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 26

EC Teachers: 8

Other Teachers: 10

Certified Staff: 49

EC Tchr Assts: 5

Clerical Staff: 7

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other middle schools.

	This School	Middle School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	21.3	21.5
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	15.3	17.6
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	11.6	13.9
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	11.7	14.5

EFFECTIVENESS INDEX SUMMARY

The Effectiveness Index is a method for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables that are considered in the model include the prior year's achievement level of each student, each student's special education status, and a measure of socio-economic status. Achievement test scale scores are analyzed for all of the students in a school who take an end of the year test, and schoolwide performance is summarized by comparing how students perform to how all similar students perform across the school district. If schoolwide performance is similar to what occurs districtwide in 75-80% of schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end of year tests was below or above what might be expected based upon the characteristics of the students in the school. Beginning in 1993-94, the Effectiveness Index will be based upon End-of-Grade Tests rather than California Achievement Tests. Effectiveness Index results are not shown if a school does not have at least two years of information .

	1992-93			1991-92			1990-91		
Grade	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
6	Expected	Expected	Expected	Above	Expected	Expected	Below	Expected	Expected
7	Expected	Expected	Above	Expected	Expected	Above	Expected	Expected	Below
8	Expected	Above	Expected	Above	Expected	Above	Expected	Expected	Expected

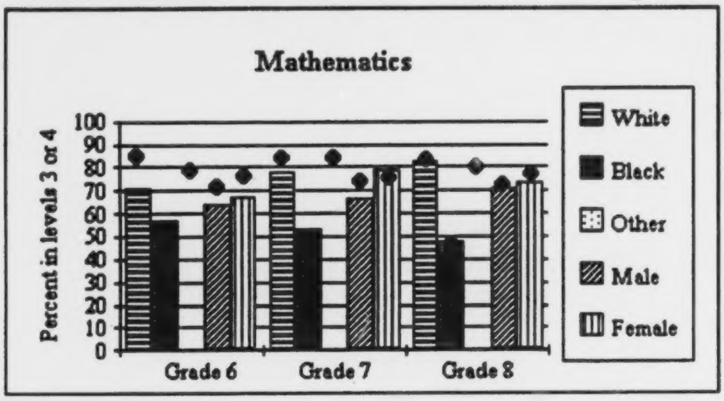
END-0F-GRADE AND WRITING TEST RESULTS

Zebulon

NC End-of-grade tests were given to all students in grades 3-8 in May, 1993. Results for this school are summarized below. ●'s on the graphs indicate the WCPSS systemwide average for each category and grade level. School averages are not reported for groups of less than ten students.

MATHEMATICS

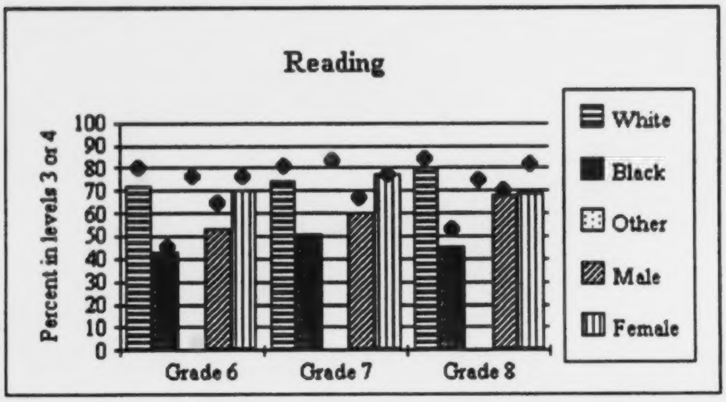
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Mathematics Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	65	72	72
Gender			
Males	64	66	71
Females	67	79	73
Race			
Black	57	53	48
White	71	78	83
Other	-	NA	NA

READING

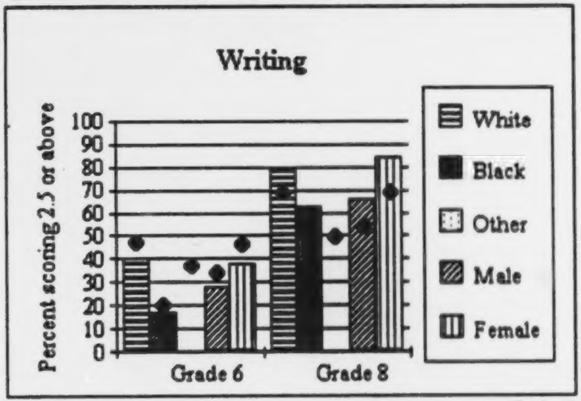
The chart and table show the percentage of students in each category at this school who scored at Levels III and IV on the EOG Reading Test. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 7	Gd. 8
Total School	62	68	69
Gender			
Males	53	60	68
Females	70	77	69
Race			
Black	43	51	45
White	72	74	80
Other		NA	NA

WRITING

The chart and table show the percentage of students in each category at this school who scored 2.5 or above (on a four point scale) on the NC Writing Test given to 6th and 8th grade students on February 2, 1993. This indicates that students showed grade level mastery or superior performance on the test.



Category	Gd. 6	Gd. 8
Total School	33	74
Gender		
Males	28	66
Females	38	84
Race		
Black	17	63
White	40	80
Other	NA	NA

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	63.5	65.9	64.0	67.7	75.7	74.2
My child's school grounds are clean and attractive.	83.0	80.3	85.0	83.4	81.9	81.4
My child's school provides a high quality educational program.	69.2	69.1	66.4	74.1	75.7	73.2
The staff at my child's school has high expectations for my child.	71.2	71.8	75.2	72.4	75.2	72.6
My child is academically challenged in all classes.	63.1	63.0	65.0	61.2	65.3	64.5
My child's school offers opportunities for success to all students.	56.6	61.6	63.6	59.1	64.6	62.8
It is easy to contact the staff at my child's school.	83.9	76.7	81.2	73.0	73.8	73.9
When I have a concern about my child, I can count on the school for support.	69.3	68.3	66.6	64.9	65.8	65.1
The administration at my child's school is responsive to parents.	74.5	72.5	70.3	67.4	69.4	68.9
I feel comfortable visiting my child's school.	89.7	84.7	87.7	87.9	86.7	86.0
My child's school provides sufficient opportunities for parental involvement.	76.5	79.6	79.9	78.9	80.4	78.7
Students of all races are treated fairly by teachers and administrators at my school.	47.5	56.5	NA	51.5	58.4	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	76.5	74.4	NA	74.2	73.3	NA

	This School			All Middle Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	37 %	69 %	62 %	48%	51%	64%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	22.5	47.5	26.5	1.5	2.0
	1992	18.8	46.4	24.9	7.5	2.3
All Middle Schools	1993	29.0	47.6	19.4	3.0	1.0
	1992	25.7	49.5	20.0	3.6	1.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 HIGH SCHOOL PROFILE

316

Apex

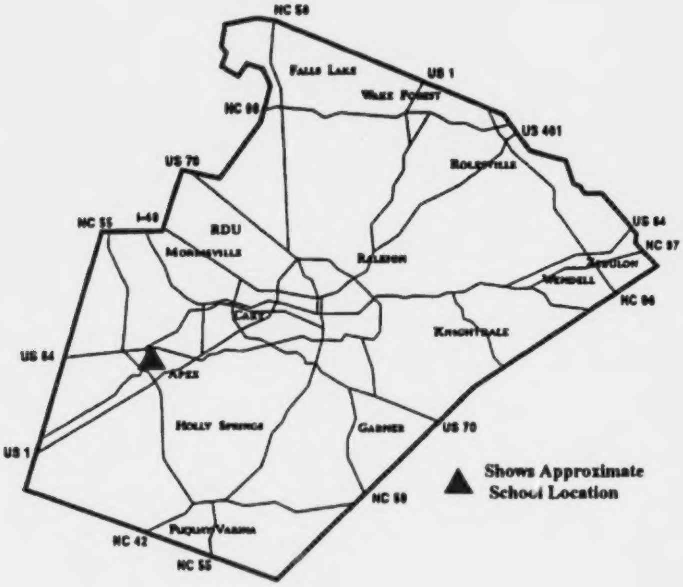
1501 Laura Duncan Road
Apex 27502

PHONE : 387-2208

Principal: Thomas E. Dixon (Dr.)

Grade Levels Served: 9-12

Original Construction Date:	1975
Most Recent Renovation:	1989
Square Footage Of Building:	219,633
Size Of Property (acres):	47.7
Number Of Permanent Classrooms:	66
Number Of Portable Classrooms:	9


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
NC 42
Fuquay-Varina
NC 55

▲ Shows Approximate School Location

Magnet Program: None

ESL Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS High Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	1643	1522	1392	1558	1667	1632
Avg. DailyAttendance	Not Available	95.4 %	95.7 %	Not Available	93.9%	94.2%
Free/Reduced Lunch	7 %	6 %	Not Available	12%	12%	13%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
9	363	95	9	235	232	467
10	341	73	11	210	215	425
11	314	51	10	196	179	375
12	298	30	10	168	170	338
SCEC	14	24	0	29	9	38
Total	1330	273	40	838	805	1643

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	102
Behav./Emotion. Handicapped	23
Educable Mentally Handicapped	12
Other Handicapping Conditions	10
Academically Gifted	300

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1993-94 HIGH SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 70
EC Teachers: 9
Other Teachers: 18

Certified Staff: 109
EC Tchr Assts: 4
Clerical Staff: 8.0

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other high schools.

	This School	High School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	23.1	23.2
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	18.4	17.3
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	15.3	14.4
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	16.8	15.3

SELECTED HIGH SCHOOL ACCREDITATION STANDARDS

The Wake County Public School System is accredited by the State Board of Education based upon a variety of measures of student performance, including those listed below.

The percent of all students who earned at least five units of credit toward graduation during the school year
The statewide accreditation standard is 80%. During the past three years this school achieved the following percentages:

1992-93 78.0 % 1991-92 86.8 % 1990-91 84.4 %

The percent of graduating students who qualified for the North Carolina Scholars Program
The statewide accreditation standard is10%. During the past three years this school achieved the following percentages:

1992-93 30.6 % 1991-92 31.8 1990-91 28.9

The percent of students who dropped out of this school during the school year or during the summer.
The statewide goal is an annual ten percent reduction in dropouts until the total number of dropouts is less than 2.4% in grades 7-12. During the past three years this school had the following dropout percentages:

1992-93 1.8 % 1991-92 2.2 % 1990-91 2.4 %

SCHOLASTIC APTITUDE TEST

The goal of WCPSS is to maintain a high level of participation in the SAT and to increase average scores. This school achieved the following average scores and participation rates during the past three years:

	1992-93	1991-92	1990-91
Participation Rate	81.0 %	78.6 %	Not Available
Average Verbal Score	445	436	435
Average Mathematics Score	518	506	494
Average Total Score	963	942	929

1993-94 HIGH SCHOOL PROFILE

1993 END-OF-COURSE TESTING

End-of-Course tests are developed by the NC State Department Of Public Instruction and are given to all students completing selected courses chosen by the State Board of Education. Scores shown below are the average percent of core items (items used on all forms of the test) answered correctly by students. Average scores and the number of students taking the test are shown for all students and for five subgroups at this school and at all WCPSS comprehensive high schools. .

	THIS SCHOOL						ALL WCPSS HIGH SCHOOLS					
	Total	White	Black	Other	Male	Female	Total	White	Black	Other	Male	Female
Algebra I (Usually taken in 9th grade, this course is required for graduation.)												
Avg Percent Correct	80 %	80 %	76 %	81 %	80 %	80 %	71%	73%	66%	75%	71%	72%
Number of Students	264	221	32	11	114	150	3143	2166	820	157	1494	1649
English I (Required for all 9th grade students.)												
Avg Percent Correct	75 %	77 %	61 %	74 %	71 %	78 %	71%	74%	59%	73%	67%	74%
Number of Students	402	338	55	9	196	206	4410	3059	1121	230	2176	2234
Economic/Legal/Political Systems (Usually taken in 9th grade, this course is required for graduation.)												
Avg Percent Correct	75 %	77 %	59 %	73 %	75 %	75 %	71%	75%	59%	73%	71%	71%
Number of Students	416	351	55	10	204	212	4791	3303	1221	267	2364	2427
Physical Science (Usually taken in 9th grade, this course is one of several that can be taken for graduation.)												
Avg Percent Correct	66 %	68 %	53 %	72 %	65 %	66 %	61%	65%	53%	60%	61%	60%
Number of Students	290	229	54	7	143	147	2028	1249	673	106	1062	966
Biology (Usually taken in 10th grade, this course is required for graduation.)												
Avg Percent Correct	68 %	71 %	51 %	67 %	69 %	68 %	65%	69%	54%	67%	65%	65%
Number of Students	417	342	47	28	211	206	5322	3640	1336	346	2569	2753
U. S. History (Usually taken in 11th grade, this course is required for graduation.)												
Avg Percent Correct	78 %	80 %	62 %	74 %	77 %	79 %	77%	78%	67%	78%	78%	76%
Number of Students	336	286	35	15	177	159	3827	2769	819	239	1824	2003
Geometry (Usually taken in 10th grade, this course is required for admission to UNC)												
Avg Percent Correct	78 %	79 %	61 %	77 %	79 %	77 %	73%	75%	61%	74%	74%	71%
Number of Students	222	201	13	8	106	116	3259	2486	572	201	1515	1744
Algebra II (Usually taken in 11th grade, this course is required for admission to UNC)												
Avg Percent Correct	82 %	82 %	69 %	92 %	82 %	81 %	77%	78%	70%	81%	77%	77%
Number of Students	259	237	11	11	125	134	2831	2226	415	190	1330	1501
Chemistry (Usually taken in 11th grade, this course is required for the NC Scholars Program)												
Avg Percent Correct	77 %	78 %	68 %	76 %	80 %	75 %	72%	74%	64%	75%	74%	70%
Number of Students	256	231	14	11	129	127	2954	2291	457	206	1307	1584
Physics (Usually taken in 12th grade, this course is required for the NC Scholars Program)												
Avg Percent Correct	71 %	71 %	63 %	73 %	72 %	68 %	70%	71%	58%	71%	71%	68%
Number of Students	151	138	7	6	86	65	1507	1213	149	145	802	705

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All High Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	65.2	79.9	75.4	47.4	57.9	60.9
My child's school grounds are clean and attractive.	82.7	83.6	79.8	78.7	78.8	81.4
My child's school provides a high quality educational program.	76.0	76.6	70.6	71.0	71.3	70.2
The staff at my child's school has high expectations for my child.	69.0	72.0	63.8	65.2	66.2	64.8
My child is academically challenged in all classes.	60.2	63.8	63.1	59.5	61.2	61.2
My child's school offers opportunities for success to all students.	53.1	61.0	58.1	55.1	57.9	59.0
It is easy to contact the staff at my child's school.	63.0	66.1	67.9	60.2	60.9	65.2
When I have a concern about my child, I can count on the school for support.	49.9	58.3	49.9	51.2	51.4	54.3
The administration at my child's school is responsive to parents.	57.9	64.8	58.2	55.5	58.4	60.7
I feel comfortable visiting my child's school.	82.1	83.9	81.0	79.7	78.8	80.2
My child's school provides sufficient opportunities for parental involvement.	78.7	80.2	81.9	73.1	74.3	74.7
Students of all races are treated fairly by teachers and administrators at my school.	45.3	56.2	NA	41.3	48.0	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	68.6	65.3	NA	68.8	64.4	NA

	This School			All High Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	33 %	45 %	69 %	30%	36%	52%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	25.4	48.7	19.4	4.2	2.3
	1992	22.2	52.2	20.8	3.7	1.1
All High Schools	1993	19.4	45.7	26.9	6.0	2.1
	1992	16.3	48.0	27.2	6.1	2.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 HIGH SCHOOL PROFILE

318

Athens Drive

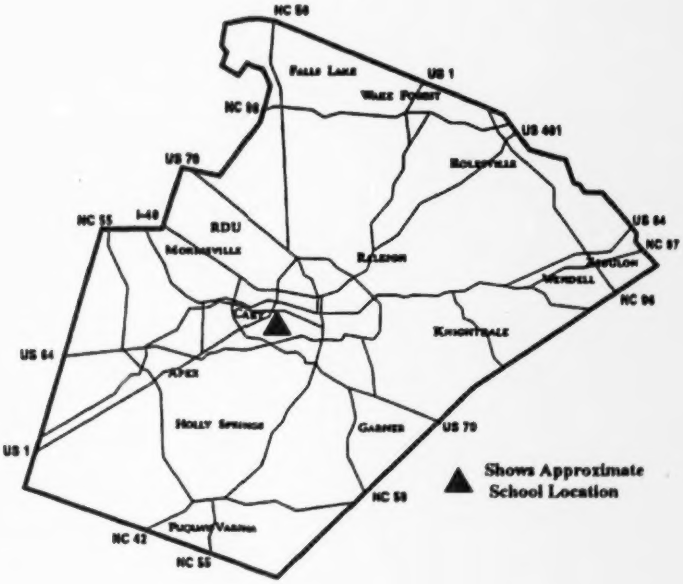
1420 Athens Drive
Raleigh 27606

PHONE : 859-2050

Principal: Walter C. Sherlin

Grade Levels Served: 9-12

Original Construction Date:	1978
Most Recent Renovation:	1978
Square Footage Of Building:	243,164
Size Of Property (acres):	52.1
Number Of Permanent Classrooms:	72
Number Of Portable Classrooms:	6


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
Shows Approximate School Location

Magnet Program: None

ESL Services: Yes

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS High Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	1465	1546	1516	1558	1667	1632
Avg. DailyAttendance	Not Available	92.9 %	93.5 %	Not Available	93.9%	94.2%
Free/Reduced Lunch	15 %	17 %	Not Available	12%	12%	13%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
9	228	131	24	189	194	383
10	209	104	22	167	168	335
11	217	99	24	168	172	340
12	211	105	20	173	163	336
SCEC	33	36	2	38	33	71
Total	898	475	92	735	730	1465

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	64
Behav./Emotion. Handicapped	17
Educable Mentally Handicapped	24
Other Handicapping Conditions	52
Academically Gifted	196

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1993-94 HIGH SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 59
EC Teachers: 18
Other Teachers: 26
Certified Staff: 117
EC Tchr Assts: 20
Clerical Staff: 9.5

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other high schools.

	This School	High School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	23.5	23.2
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	15.9	17.3
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	11.8	14.4
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	11.1	15.3

SELECTED HIGH SCHOOL ACCREDITATION STANDARDS

The Wake County Public School System is accredited by the State Board of Education based upon a variety of measures of student performance, including those listed below.

The percent of all students who earned at least five units of credit toward graduation during the school year
The statewide accreditation standard is 80%. During the past three years this school achieved the following percentages:

1992-93 82.0 % 1991-92 80.4 % 1990-91 76.6 %

The percent of graduating students who qualified for the North Carolina Scholars Program
The statewide accreditation standard is10%. During the past three years this school achieved the following percentages:

1992-93 31.8 % 1991-92 27.0 1990-91 28.2

The percent of students who dropped out of this school during the school year or during the summer.
The statewide goal is an annual ten percent reduction in dropouts until the total number of dropouts is less than 2.4% in grades 7-12. During the past three years this school had the following dropout percentages:

1992-93 6.9 % 1991-92 4.7 % 1990-91 6.8 %

SCHOLASTIC APTITUDE TEST

The goal of WCPSS is to maintain a high level of participation in the SAT and to increase average scores. This school achieved the following average scores and participation rates during the past three years:

	1992-93	1991-92	1990-91
Participation Rate	77.3 %	72.8 %	Not Available
Average Verbal Score	420	419	408
Average Mathematics Score	474	476	469
Average Total Score	894	895	877

1993-94 HIGH SCHOOL PROFILE

1993 END-OF-COURSE TESTING

End-of-Course tests are developed by the NC State Department Of Public Instruction and are given to all students completing selected courses chosen by the State Board of Education. Scores shown below are the average percent of core items (items used on all forms of the test) answered correctly by students. Average scores and the number of students taking the test are shown for all students and for five subgroups at this school and at all WCPSS comprehensive high schools.

	THIS SCHOOL						ALL WCPSS HIGH SCHOOLS					
	Total	White	Black	Other	Male	Female	Total	White	Black	Other	Male	Female
Algebra I (Usually taken in 9th grade, this course is required for graduation.)												
Avg Percent Correct	72 %	75 %	67 %	81 %	72 %	72 %	71%	73%	66%	75%	71%	72%
Number of Students	284	157	110	17	138	146	3143	2166	820	157	1494	1649
English I (Required for all 9th grade students.)												
Avg Percent Correct	66 %	75 %	56 %	64 %	63 %	69 %	71%	74%	59%	73%	67%	74%
Number of Students	352	187	135	30	176	176	4410	3059	1121	230	2176	2234
Economic/Legal/Political Systems (Usually taken in 9th grade, this course is required for graduation.)												
Avg Percent Correct	68 %	76 %	56 %	68 %	70 %	66 %	71%	75%	59%	73%	71%	71%
Number of Students	407	221	148	38	208	199	4791	3303	1221	267	2364	2427
Physical Science (Usually taken in 9th grade, this course is one of several that can be taken for graduation.)												
Avg Percent Correct	54 %	60 %	48 %	58 %	53 %	55 %	61%	65%	53%	60%	61%	60%
Number of Students	162	58	78	26	82	80	2028	1249	673	106	1062	966
Biology (Usually taken in 10th grade, this course is required for graduation.)												
Avg Percent Correct	62 %	68 %	51 %	69 %	63 %	62 %	65%	69%	54%	67%	65%	65%
Number of Students	479	272	175	32	243	236	5322	3640	1336	346	2569	2753
U. S. History (Usually taken in 11th grade, this course is required for graduation.)												
Avg Percent Correct	74 %	80 %	64 %	73 %	75 %	73 %	77%	78%	67%	78%	78%	76%
Number of Students	319	186	107	26	160	159	3827	2769	819	239	1824	2003
Geometry (Usually taken in 10th grade, this course is required for admission to UNC)												
Avg Percent Correct	67 %	70 %	57 %	71 %	67 %	67 %	73%	75%	61%	74%	74%	71%
Number of Students	253	166	63	24	113	140	3259	2486	572	201	1515	1744
Algebra II (Usually taken in 11th grade, this course is required for admission to UNC)												
Avg Percent Correct	71 %	72 %	61 %	77 %	70 %	72 %	77%	78%	70%	81%	77%	77%
Number of Students	231	158	44	29	124	107	2831	2226	415	190	1330	1501
Chemistry (Usually taken in 11th grade, this course is required for the NC Scholars Program)												
Avg Percent Correct	71 %	73 %	66 %	72 %	71 %	71 %	72%	74%	64%	75%	74%	70%
Number of Students	282	189	64	29	140	142	2954	2291	457	206	1307	1584
Physics (Usually taken in 12th grade, this course is required for the NC Scholars Program)												
Avg Percent Correct	71 %	73 %	52 %	68 %	72 %	68 %	70%	71%	58%	71%	71%	68%
Number of Students	72	53	5	14	48	24	1507	1213	149	145	802	705

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.

This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All High Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	66.7	59.9	55.0	47.4	57.9	60.9
My child's school grounds are clean and attractive.	82.8	81.7	83.6	78.7	78.8	81.4
My child's school provides a high quality educational program.	82.5	77.2	71.6	71.0	71.3	70.2
The staff at my child's school has high expectations for my child.	71.9	71.1	65.1	65.2	66.2	64.8
My child is academically challenged in all classes.	65.3	65.3	61.1	59.5	61.2	61.2
My child's school offers opportunities for success to all students.	64.8	62.6	60.8	55.1	57.9	59.0
It is easy to contact the staff at my child's school.	68.0	65.6	65.7	60.2	60.9	65.2
When I have a concern about my child, I can count on the school for support.	63.9	59.5	54.7	51.2	51.4	54.3
The administration at my child's school is responsive to parents.	67.3	67.0	59.1	55.5	58.4	60.7
I feel comfortable visiting my child's school.	88.1	82.7	80.3	79.7	78.8	80.2
My child's school provides sufficient opportunities for parental involvement.	78.6	76.7	76.5	73.1	74.3	74.7
Students of all races are treated fairly by teachers and administrators at my school.	53.6	55.9	NA	41.3	48.0	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	75.3	70.0	NA	68.8	64.4	NA

	This School			All High Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	35 %	36 %	43 %	30%	36%	52%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	28.1	51.4	17.1	3.0	0.4
	1992	21.4	48.7	21.8	6.4	1.7
All High Schools	1993	19.4	45.7	26.9	6.0	2.1
	1992	16.3	48.0	27.2	6.1	2.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 HIGH SCHOOL PROFILE

348

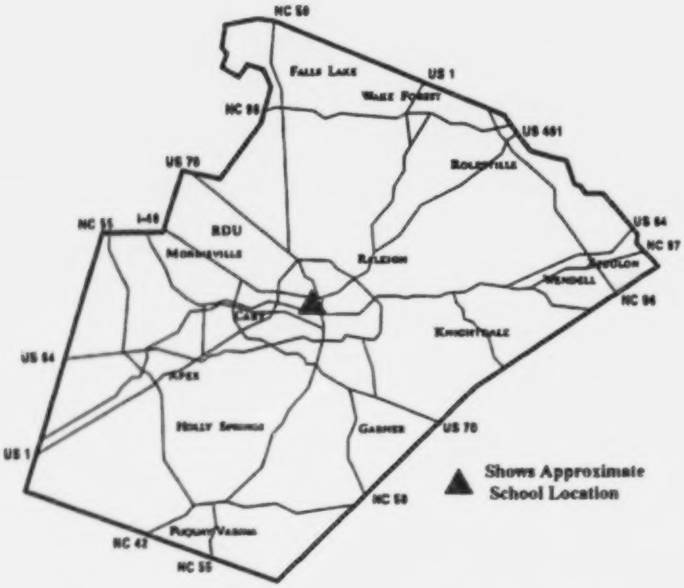
Broughton
723 St. Mary's Street
Raleigh 27605

PHONE : 856-7810

Principal: Diane Payne

Grade Levels Served: 9-12

Original Construction Date:	1929
Most Recent Renovation:	1991
Square Footage Of Building:	310,939
Size Of Property (acres):	27.8
Number Of Permanent Classrooms:	94
Number Of Portable Classrooms:	0


NC 50
FALLS LAKE
US 1
WAKE FOREST
NC 98
US 401
US 70
ROLESVILLE
NC 55
I-40
RDU
MORRISVILLE
RALEIGH
US 64
NC 97
ZEBULON
WENDELL
NC 96
CARY
KNIGHTDALE
US 64
APEX
HOLLY SPRINGS
GARNER
US 70
US 1
Shows Approximate School Location
NC 50
FUQUAY-VARINA
NC 42
NC 55

Magnet Program: None
ESL Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS High Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	1603	1934	1968	1558	1667	1632
Avg. DailyAttendance	Not Available	93.9 %	94.0 %	Not Available	93.9%	94.2%
Free/Reduced Lunch	14 %	12 %	Not Available	12%	12%	13%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
9	295	137	9	220	221	441
10	211	86	9	149	157	306
11	227	115	8	171	179	350
12	342	93	8	219	224	443
SCEC	13	50	0	37	26	63
Total	1088	481	34	796	807	1603

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	80
Behav./Emotion. Handicapped	23
Educable Mentally Handicapped	24
Other Handicapping Conditions	8
Academically Gifted	365

1993-94 HIGH SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 67
EC Teachers: 10
Other Teachers: 22
Certified Staff: 113
EC Tchr Assts: 4
Clerical Staff: 11.0

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other high schools.

	This School	High School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	23.5	23.2
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	17.7	17.3
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	14.6	14.4
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	16.0	15.3

SELECTED HIGH SCHOOL ACCREDITATION STANDARDS

The Wake County Public School System is accredited by the State Board of Education based upon a variety of measures of student performance, including those listed below.

The percent of all students who earned at least five units of credit toward graduation during the school year

The statewide accreditation standard is 80%. During the past three years this school achieved the following percentages:

1992-93 98.0 % 1991-92 81.7 % 1990-91 80.0 %

The percent of graduating students who qualified for the North Carolina Scholars Program

The statewide accreditation standard is10%. During the past three years this school achieved the following percentages:

1992-93 44.6 % 1991-92 43.3 1990-91 34.8

The percent of students who dropped out of this school during the school year or during the summer.

The statewide goal is an annual ten percent reduction in dropouts until the total number of dropouts is less than 2.4% in grades 7-12. During the past three years this school had the following dropout percentages:

1992-93 4.8 % 1991-92 6.4 % 1990-91 3.6 %

SCHOLASTIC APTITUDE TEST

The goal of WCPSS is to maintain a high level of participation in the SAT and to increase average scores. This school achieved the following average scores and participation rates during the past three years:

	1992-93	1991-92	1990-91
Participation Rate	81.0 %	81.6 %	Not Available
Average Verbal Score	447	456	431
Average Mathematics Score	524	517	502
Average Total Score	971	973	933

1993-94 HIGH SCHOOL PROFILE

1993 END-OF-COURSE TESTING

End-of-Course tests are developed by the NC State Department Of Public Instruction and are given to all students completing selected courses chosen by the State Board of Education. Scores shown below are the average percent of core items (items used on all forms of the test) answered correctly by students. Average scores and the number of students taking the test are shown for all students and for five subgroups at this school and at all WCPSS comprehensive high schools. .

	THIS SCHOOL						ALL WCPSS HIGH SCHOOLS					
	Total	White	Black	Other	Male	Female	Total	White	Black	Other	Male	Female
Algebra I (Usually taken in 9th grade, this course is required for graduation.)												
Avg Percent Correct	75 %	77 %	70 %	74 %	77 %	74 %	71%	73%	66%	75%	71%	72%
Number of Students	281	196	67	18	137	144	3143	2166	820	157	1494	1649
English I (Required for all 9th grade students.)												
Avg Percent Correct	74 %	79 %	59 %	73 %	73 %	76 %	71%	74%	59%	73%	67%	74%
Number of Students	415	303	90	22	217	198	4410	3059	1121	230	2176	2234
Economic/Legal/Political Systems (Usually taken in 9th grade, this course is required for graduation.)												
Avg Percent Correct	73 %	78 %	58 %	75 %	75 %	71 %	71%	75%	59%	73%	71%	71%
Number of Students	441	317	99	25	236	205	4791	3303	1221	267	2364	2427
Physical Science (Usually taken in 9th grade, this course is one of several that can be taken for graduation.)												
Avg Percent Correct	70 %	75 %	61 %	70 %	72 %	67 %	61%	65%	53%	60%	61%	60%
Number of Students	79	50	26	3	47	32	2028	1249	673	106	1062	966
Biology (Usually taken in 10th grade, this course is required for graduation.)												
Avg Percent Correct	65 %	70 %	51 %	66 %	66 %	63 %	65%	69%	54%	67%	65%	65%
Number of Students	604	405	161	38	305	299	5322	3640	1336	346	2569	2753
U. S. History (Usually taken in 11th grade, this course is required for graduation.)												
Avg Percent Correct	79 %	83 %	68 %	74 %	82 %	77 %	77%	78%	67%	78%	78%	76%
Number of Students	470	351	99	20	231	239	3827	2769	819	239	1824	2003
Geometry (Usually taken in 10th grade, this course is required for admission to UNC)												
Avg Percent Correct	78 %	80 %	62 %	73 %	80 %	76 %	73%	75%	61%	74%	74%	71%
Number of Students	341	277	39	25	170	171	3259	2486	572	201	1515	1744
Algebra II (Usually taken in 11th grade, this course is required for admission to UNC)												
Avg Percent Correct	80 %	82 %	71 %	82 %	81 %	79 %	77%	78%	70%	81%	77%	77%
Number of Students	360	293	50	17	182	178	2831	2226	415	190	1330	1501
Chemistry (Usually taken in 11th grade, this course is required for the NC Scholars Program)												
Avg Percent Correct	74 %	75 %	66 %	71 %	76 %	72 %	72%	74%	64%	75%	74%	70%
Number of Students	346	287	39	20	183	163	2954	2291	457	206	1307	1584
Physics (Usually taken in 12th grade, this course is required for the NC Scholars Program)												
Avg Percent Correct	71 %	73 %	59 %	68 %	73 %	69 %	70%	71%	58%	71%	71%	68%
Number of Students	231	196	23	12	122	109	1507	1213	149	145	802	705

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All High Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	46.1	55.4	56.5	47.4	57.9	60.9
My child's school grounds are clean and attractive.	79.5	74.9	80.8	78.7	78.8	81.4
My child's school provides a high quality educational program.	78.8	81.9	80.9	71.0	71.3	70.2
The staff at my child's school has high expectations for my child.	65.4	69.2	70.6	65.2	66.2	64.8
My child is academically challenged in all classes.	60.1	62.0	62.8	59.5	61.2	61.2
My child's school offers opportunities for success to all students.	53.7	57.0	60.1	55.1	57.9	59.0
It is easy to contact the staff at my child's school.	52.0	53.8	63.2	60.2	60.9	65.2
When I have a concern about my child, I can count on the school for support.	47.9	48.7	54.0	51.2	51.4	54.3
The administration at my child's school is responsive to parents.	54.8	51.7	55.2	55.5	58.4	60.7
I feel comfortable visiting my child's school.	82.4	83.2	84.4	79.7	78.8	80.2
My child's school provides sufficient opportunities for parental involvement.	79.7	83.5	83.0	73.1	74.3	74.7
Students of all races are treated fairly by teachers and administrators at my school.	39.0	43.9	NA	41.3	48.0	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	63.0	63.3	NA	68.8	64.4	NA

	This School			All High Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	30 %	31 %	56 %	30%	36%	52%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	22.2	49.1	23.1	4.9	0.7
	1992	19.0	53.1	23.0	4.2	0.7
All High Schools	1993	19.4	45.7	26.9	6.0	2.1
	1992	16.3	48.0	27.2	6.1	2.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 HIGH SCHOOL PROFILE

368

Cary

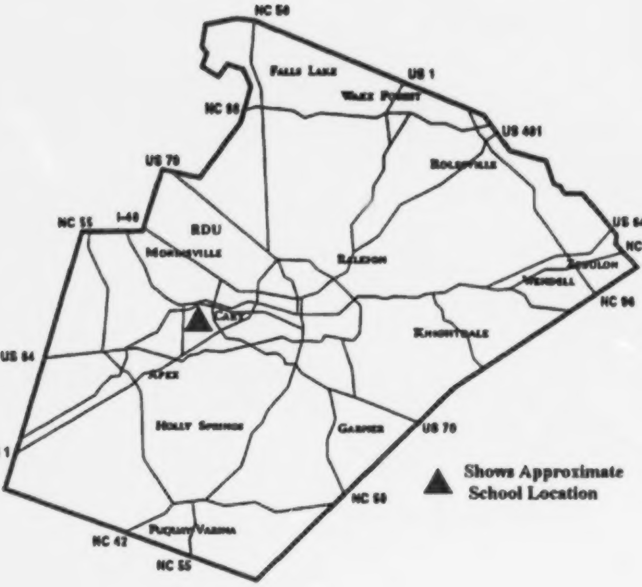
638 Walnut Street
Cary 27511

PHONE : 460-3549

Principal: Donna M. Hargens

Grade Levels Served: 9-12

Original Construction Date:	1958
Most Recent Renovation:	1989
Square Footage Of Building:	191,951
Size Of Property (acres):	38.9
Number Of Permanent Classrooms:	84
Number Of Portable Classrooms:	3


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay Varina
NC 42
NC 55
Shows Approximate School Location

Magnet Program: None

ESL Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS High Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	1711	1621	1534	1558	1667	1632
Avg. DailyAttendance	Not Available	94.2 %	95.2 %	Not Available	93.9%	94.2%
Free/Reduced Lunch	9 %	7 %	Not Available	12%	12%	13%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
9	355	119	20	259	235	494
10	319	74	16	209	200	409
11	334	54	24	199	213	412
12	285	36	20	167	174	341
SCEC	25	30	0	38	17	55
Total	1318	313	80	872	839	1711

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	83
Behav./Emotion. Handicapped	25
Educable Mentally Handicapped	7
Other Handicapping Conditions	28
Academically Gifted	275

BEST COPY AVAILABLE

1993-94 HIGH SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 72
EC Teachers: 9
Other Teachers: 20

Certified Staff: 116
EC Tchr Assts: 5
Clerical Staff: 9.0

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other high schools.

	This School	High School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	22.9	23.2
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	17.9	17.3
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	15.1	14.4
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	16.4	15.3

SELECTED HIGH SCHOOL ACCREDITATION STANDARDS

The Wake County Public School System is accredited by the State Board of Education based upon a variety of measures of student performance, including those listed below.

The percent of all students who earned at least five units of credit toward graduation during the school year
The statewide accreditation standard is 80%. During the past three years this school achieved the following percentages:

1992-93 77.0 % 1991-92 85.0 % 1990-91 82.8 %

The percent of graduating students who qualified for the North Carolina Scholars Program
The statewide accreditation standard is 10%. During the past three years this school achieved the following percentages:

1992-93 28.8 % 1991-92 28.1 1990-91 29.9

The percent of students who dropped out of this school during the school year or during the summer.
The statewide goal is an annual ten percent reduction in dropouts until the total number of dropouts is less than 2.4% in grades 7-12. During the past three years this school had the following dropout percentages:

1992-93 5.8 % 1991-92 4.4 % 1990-91 4.3 %

SCHOLASTIC APTITUDE TEST

The goal of WCPSS is to maintain a high level of participation in the SAT and to increase average scores. This school achieved the following average scores and participation rates during the past three years:

	1992-93	1991-92	1990-91
Participation Rate	76.2 %	83.2 %	Not Available
Average Verbal Score	427	427	425
Average Mathematics Score	491	499	492
Average Total Score	918	926	917

1993-94 HIGH SCHOOL PROFILE

1993 END-OF-COURSE TESTING

End-of-Course tests are developed by the NC State Department Of Public Instruction and are given to all students completing selected courses chosen by the State Board of Education. Scores shown below are the average percent of core items (items used on all forms of the test) answered correctly by students. Average scores and the number of students taking the test are shown for all students and for five subgroups at this school and at all WCPSS comprehensive high schools. .

	THIS SCHOOL						ALL WCPSS HIGH SCHOOLS					
	Total	White	Black	Other	Male	Female	Total	White	Black	Other	Male	Female
Algebra I (Usually taken in 9th grade, this course is required for graduation.)												
Avg Percent Correct	72 %	73 %	67 %	76 %	72 %	73 %	71%	73%	66%	75%	71%	72%
Number of Students	310	251	33	26	161	149	3143	2166	820	157	1494	1649
English I (Required for all 9th grade students.)												
Avg Percent Correct	73 %	76 %	59 %	72 %	70 %	75 %	71%	74%	59%	73%	67%	74%
Number of Students	408	315	63	30	208	200	4410	3059	1121	230	2176	2234
Economic/Legal/Political Systems (Usually taken in 9th grade, this course is required for graduation.)												
Avg Percent Correct	73 %	75 %	62 %	72 %	74 %	72 %	71%	75%	59%	73%	71%	71%
Number of Students	449	348	71	30	224	225	4791	3303	1221	267	2364	2427
Physical Science (Usually taken in 9th grade, this course is one of several that can be taken for graduation.)												
Avg Percent Correct	65 %	67 %	56 %	68 %	68 %	63 %	61%	65%	53%	60%	61%	60%
Number of Students	297	226	51	20	151	146	2028	1249	673	106	1062	966
Biology (Usually taken in 10th grade, this course is required for graduation.)												
Avg Percent Correct	68 %	71 %	56 %	64 %	69 %	68 %	65%	69%	54%	67%	65%	65%
Number of Students	431	346	50	35	210	221	5322	3640	1336	346	2569	2753
U. S. History (Usually taken in 11th grade, this course is required for graduation.)												
Avg Percent Correct	80 %	81 %	72 %	79 %	81 %	78 %	77%	78%	67%	78%	78%	76%
Number of Students	333	271	36	26	153	180	3827	2769	819	239	1824	2003
Geometry (Usually taken in 10th grade, this course is required for admission to UNC)												
Avg Percent Correct	77 %	78 %	62 %	80 %	79 %	75 %	73%	75%	61%	74%	74%	71%
Number of Students	289	248	28	13	141	148	3259	2486	572	201	1515	1744
Algebra II (Usually taken in 11th grade, this course is required for admission to UNC)												
Avg Percent Correct	79 %	80 %	69 %	84 %	80 %	79 %	77%	78%	70%	81%	77%	77%
Number of Students	258	217	24	17	119	139	2831	2226	415	190	1330	1501
Chemistry (Usually taken in 11th grade, this course is required for the NC Scholars Program)												
Avg Percent Correct	75 %	75 %	70 %	80 %	76 %	73 %	72%	74%	64%	75%	74%	70%
Number of Students	219	185	17	17	93	126	2954	2291	457	206	1307	1584
Physics (Usually taken in 12th grade, this course is required for the NC Scholars Program)												
Avg Percent Correct	73 %	73 %	65 %	69 %	74 %	70 %	70%	71%	58%	71%	71%	68%
Number of Students	79	70	1	8	44	35	1507	1213	149	145	802	705

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All High Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	47.2	52.9	61.6	47.4	57.9	60.9
My child's school grounds are clean and attractive.	74.2	75.7	80.0	78.7	78.8	81.4
My child's school provides a high quality educational program.	65.2	62.2	65.1	71.0	71.3	70.2
The staff at my child's school has high expectations for my child.	62.7	57.9	63.3	65.2	66.2	64.8
My child is academically challenged in all classes.	54.4	56.1	57.3	59.5	61.2	61.2
My child's school offers opportunities for success to all students.	44.1	50.3	52.9	55.1	57.9	59.0
It is easy to contact the staff at my child's school.	55.4	55.3	61.3	60.2	60.9	65.2
When I have a concern about my child, I can count on the school for support.	44.3	42.0	51.6	51.2	51.4	54.3
The administration at my child's school is responsive to parents.	54.1	50.4	54.6	55.5	58.4	60.7
I feel comfortable visiting my child's school.	73.6	72.9	76.0	79.7	78.8	80.2
My child's school provides sufficient opportunities for parental involvement.	66.9	67.0	74.0	73.1	74.3	74.7
Students of all races are treated fairly by teachers and administrators at my school.	35.7	43.9	NA	41.3	48.0	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	70.2	63.9	NA	68.8	64.4	NA

	This School			All High Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	22 %	45 %	56 %	30%	36%	52%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	13.7	41.3	33.5	9.2	2.2
	1992	10.8	44.5	33.1	8.6	2.9
All High Schools	1993	19.4	45.7	26.9	6.0	2.1
	1992	16.3	48.0	27.2	6.1	2.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 HIGH SCHOOL PROFILE

411

East Wake

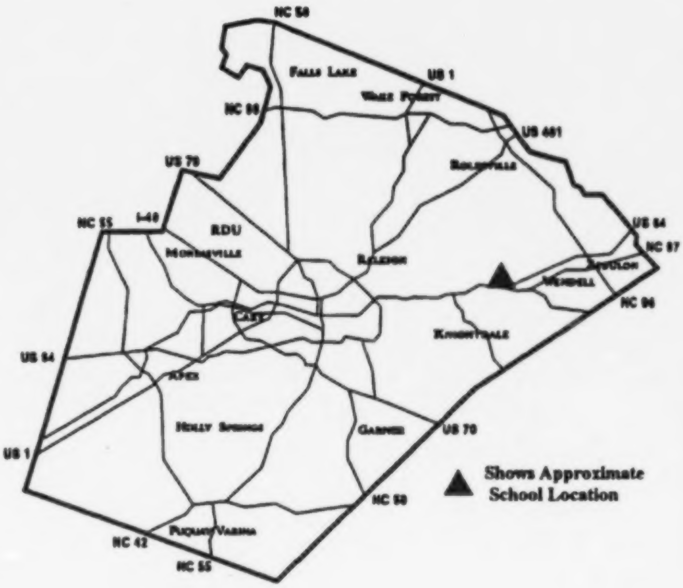
5101 Rolesville Road
Wendell 27591

PHONE : 365-2625

Principal: Del Burns (Dr.)

Grade Levels Served: 9-12

Original Construction Date:	1965
Most Recent Renovation:	1989
Square Footage Of Building:	248,186
Size Of Property (acres):	72.1
Number Of Permanent Classrooms:	78
Number Of Portable Classrooms:	0


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
Rolesville
US 70
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
NC 42
Fuquay Varina
NC 55
▲ Shows Approximate School Location

Magnet Program: None

ESL Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS High Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	1468	1494	1516	1558	1667	1632
Avg. DailyAttendance	Not Available	92.8 %	93.4 %	Not Available	93.9%	94.2%
Free/Reduced Lunch	19 %	19 %	Not Available	12%	12%	13%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
9	328	158	6	251	241	492
10	232	88	3	159	164	323
11	226	83	4	162	151	313
12	210	68	6	143	141	284
SCEC	25	30	1	47	9	56
Total	1021	427	20	762	706	1468

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	127
Behav./Emotion. Handicapped	41
Educable Mentally Handicapped	18
Other Handicapping Conditions	17
Academically Gifted	116

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1993-94 HIGH SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 61
EC Teachers: 12
Other Teachers: 21

Certified Staff: 105
EC Tchr Assts: 5
Clerical Staff: 10.0

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other high schools.

	This School	High School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	23.5	23.2
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	17.5	17.3
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	14.2	14.4
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	15.1	15.3

SELECTED HIGH SCHOOL ACCREDITATION STANDARDS

The Wake County Public School System is accredited by the State Board of Education based upon a variety of measures of student performance, including those listed below.

The percent of all students who earned at least five units of credit toward graduation during the school year
The statewide accreditation standard is 80%. During the past three years this school achieved the following percentages:

1992-93 70.0 % 1991-92 80.4 % 1990-91 78.1 %

The percent of graduating students who qualified for the North Carolina Scholars Program
The statewide accreditation standard is10%. During the past three years this school achieved the following percentages:

1992-93 17.3 % 1991-92 18.7 1990-91 12.0

The percent of students who dropped out of this school during the school year or during the summer.
The statewide goal is an annual ten percent reduction in dropouts until the total number of dropouts is less than 2.4% in grades 7-12. During the past three years this school had the following dropout percentages:

1992-93 5.9 % 1991-92 5.1 % 1990-91 5.2 %

SCHOLASTIC APTITUDE TEST

The goal of WCPSS is to maintain a high level of participation in the SAT and to increase average scores. This school achieved the following average scores and participation rates during the past three years:

	1992-93	1991-92	1990-91
Participation Rate	64.0 %	52.5 %	Not Available
Average Verbal Score	390	394	380
Average Mathematics Score	441	448	426
Average Total Score	831	842	806

1993-94 HIGH SCHOOL PROFILE

1993 END-OF-COURSE TESTING

End-of-Course tests are developed by the NC State Department Of Public Instruction and are given to all students completing selected courses chosen by the State Board of Education. Scores shown below are the average percent of core items (items used on all forms of the test) answered correctly by students. Average scores and the number of students taking the test are shown for all students and for five subgroups at this school and at all WCPSS comprehensive high schools.

	THIS SCHOOL						ALL WCPSS HIGH SCHOOLS					
	Total	**White**	**Black**	**Other**	**Male**	**Female**	**Total**	**White**	**Black**	**Other**	**Male**	**Female**
Algebra I (Usually taken in 9th grade, this course is required for graduation.)												
Avg Percent Correct	66 %	67 %	63 %	65 %	64 %	67 %	71%	73%	66%	75%	71%	72%
Number of Students	253	181	67	5	118	135	3143	2166	820	157	1494	1649
English I (Required for all 9th grade students.)												
Avg Percent Correct	63 %	66 %	57 %	54 %	58 %	68 %	71%	74%	59%	73%	67%	74%
Number of Students	333	231	92	10	169	164	4410	3059	1121	230	2176	2234
Economic/Legal/Political Systems (Usually taken in 9th grade, this course is required for graduation.)												
Avg Percent Correct	64 %	68 %	55 %	58 %	62 %	66 %	71%	75%	59%	73%	71%	71%
Number of Students	352	241	96	15	174	178	4791	3303	1221	267	2364	2427
Physical Science (Usually taken in 9th grade, this course is one of several that can be taken for graduation.)												
Avg Percent Correct	55 %	57 %	52 %	55 %	53 %	58 %	61%	65%	53%	60%	61%	60%
Number of Students	269	170	87	12	140	129	2028	1249	673	106	1062	966
Biology (Usually taken in 10th grade, this course is required for graduation.)												
Avg Percent Correct	61 %	64 %	53 %	53 %	62 %	59 %	65%	69%	54%	67%	65%	65%
Number of Students	352	249	91	12	174	178	5322	3640	1336	346	2569	2753
U. S. History (Usually taken in 11th grade, this course is required for graduation.)												
Avg Percent Correct	73 %	75 %	66 %	78 %	74 %	72 %	77%	78%	67%	78%	78%	76%
Number of Students	284	215	59	10	136	148	3827	2769	819	239	1824	2003
Geometry (Usually taken in 10th grade, this course is required for admission to UNC)												
Avg Percent Correct	69 %	71 %	60 %	70 %	72 %	66 %	73%	75%	61%	74%	74%	71%
Number of Students	293	224	63	6	132	161	3259	2486	572	201	1515	1744
Algebra II (Usually taken in 11th grade, this course is required for admission to UNC)												
Avg Percent Correct	76 %	76 %	73 %	74 %	75 %	76 %	77%	78%	70%	81%	77%	77%
Number of Students	131	101	25	5	61	70	2831	2226	415	190	1330	1501
Chemistry (Usually taken in 11th grade, this course is required for the NC Scholars Program)												
Avg Percent Correct	64 %	66 %	59 %	64 %	67 %	62 %	72%	74%	64%	75%	74%	70%
Number of Students	167	123	39	5	73	94	2954	2291	457	206	1307	1584
Physics (Usually taken in 12th grade, this course is required for the NC Scholars Program)												
Avg Percent Correct	51 %	53 %	45 %	59 %	52 %	50 %	70%	71%	58%	71%	71%	68%
Number of Students	118	87	28	3	62	56	1507	1213	149	145	802	705

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All High Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	39.7	46.2	41.9	47.4	57.9	60.9
My child's school grounds are clean and attractive.	76.6	83.4	83.2	78.7	78.8	81.4
My child's school provides a high quality educational program.	57.9	52.5	50.8	71.0	71.3	70.2
The staff at my child's school has high expectations for my child.	60.4	61.1	55.6	65.2	66.2	64.8
My child is academically challenged in all classes.	53.0	50.6	49.5	59.5	61.2	61.2
My child's school offers opportunities for success to all students.	55.2	54.4	54.2	55.1	57.9	59.0
It is easy to contact the staff at my child's school.	56.0	58.0	62.6	60.2	60.9	65.2
When I have a concern about my child, I can count on the school for support.	49.2	49.0	49.4	51.2	51.4	54.3
The administration at my child's school is responsive to parents.	54.7	56.7	58.6	55.5	58.4	60.7
I feel comfortable visiting my child's school.	72.9	75.1	73.7	79.7	78.8	80.2
My child's school provides sufficient opportunities for parental involvement.	64.4	61.1	59.7	73.1	74.3	74.7
Students of all races are treated fairly by teachers and administrators at my school.	38.6	44.7	NA	41.3	48.0	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	69.2	61.8	NA	68.8	64.4	NA

	This School			All High Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	48 %	17 %	37 %	30%	36%	52%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	9.3	39.4	36.7	10.3	4.2
	1992	8.3	37.3	39.8	11.2	3.3
All High Schools	1993	19.4	45.7	26.9	6.0	2.1
	1992	16.3	48.0	27.2	6.1	2.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 HIGH SCHOOL PROFILE

412

Enloe

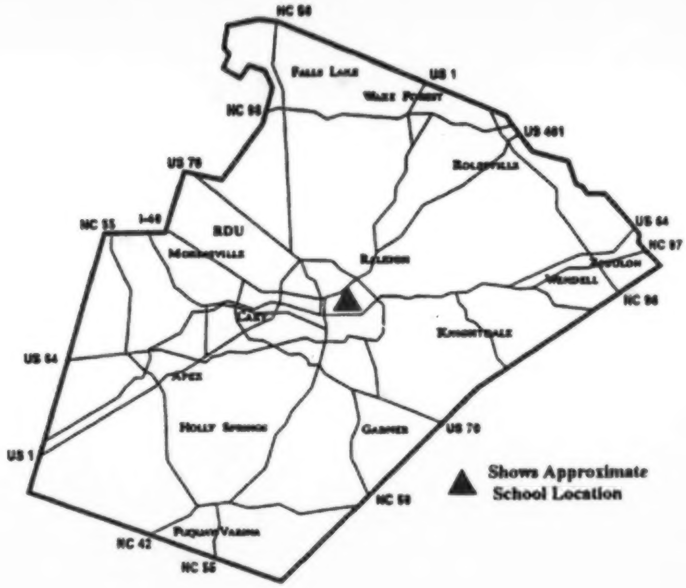
128 Clarendon Crescent
Raleigh 27610

PHONE : 856-7918

Principal: Bobby Allen

Grade Levels Served: 9-12

Original Construction Date:	1962
Most Recent Renovation:	1990
Square Footage Of Building:	312,124
Size Of Property (acres):	50.0
Number Of Permanent Classrooms:	95
Number Of Portable Classrooms:	12


NC 98
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
US 64
NC 97
Morrisville
Raleigh
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
▲ Shows Approximate School Location

Magnet Program: Gifted and Talented

ESL Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS High Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	1961	2305	2306	1558	1667	1632
Avg. DailyAttendance	Not Available	93.4 %	93.6 %	Not Available	93.9%	94.2%
Free/Reduced Lunch	10 %	14 %	Not Available	12%	12%	13%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
9	284	192	41	264	253	517
10	270	189	35	244	250	494
11	244	167	42	203	250	453
12	262	159	44	196	269	465
SCEC	7	24	1	19	13	32
Total	1067	731	163	926	35	1961

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	89
Behav./Emotion. Handicapped	21
Educable Mentally Handicapped	20
Other Handicapping Conditions	21
Academically Gifted	701

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1993-94 HIGH SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 85	EC Teachers: 11	Other Teachers: 37
Certified Staff: 151	EC Tchr Assts: 7	Clerical Staff: 14.0

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other high schools.

	This School	High School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	22.8	23.2
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	15.9	17.3
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	13.5	14.4
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	14.5	15.3

SELECTED HIGH SCHOOL ACCREDITATION STANDARDS

The Wake County Public School System is accredited by the State Board of Education based upon a variety of measures of student performance, including those listed below.

The percent of all students who earned at least five units of credit toward graduation during the school year
The statewide accreditation standard is 80%. During the past three years this school achieved the following percentages:

1992-93 92.0 % 1991-92 86.2 % 1990-91 81.1 %

The percent of graduating students who qualified for the North Carolina Scholars Program
The statewide accreditation standard is10%. During the past three years this school achieved the following percentages:

1992-93 46.1 % 1991-92 39.6 1990-91 31.9

The percent of students who dropped out of this school during the school year or during the summer.
The statewide goal is an annual ten percent reduction in dropouts until the total number of dropouts is less than 2.4% in grades 7-12. During the past three years this school had the following dropout percentages:

1992-93 4.1 % 1991-92 0.5 % 1990-91 5.6 %

SCHOLASTIC APTITUDE TEST

The goal of WCPSS is to maintain a high level of participation in the SAT and to increase average scores. This school achieved the following average scores and participation rates during the past three years:

	1992-93	1991-92	1990-91
Participation Rate	79.2 %	80.3 %	Not Available
Average Verbal Score	484	468	457
Average Mathematics Score	545	525	505
Average Total Score	1029	993	962

1993-94 HIGH SCHOOL PROFILE

1993 END-OF-COURSE TESTING

End-of-Course tests are developed by the NC State Department Of Public Instruction and are given to all students completing selected courses chosen by the State Board of Education. Scores shown below are the average percent of core items (items used on all forms of the test) answered correctly by students. Average scores and the number of students taking the test are shown for all students and for five subgroups at this school and at all WCPSS comprehensive high schools.

	THIS SCHOOL						ALL WCPSS HIGH SCHOOLS					
	Total	White	Black	Other	Male	Female	Total	White	Black	Other	Male	Female
Algebra I (Usually taken in 9th grade, this course is required for graduation.)												
Avg Percent Correct	66 %	69 %	64 %	67 %	65 %	67 %	71%	73%	66%	75%	71%	72%
Number of Students	286	119	156	11	131	155	3143	2166	820	157	1494	1649
English I (Required for all 9th grade students.)												
Avg Percent Correct	74 %	81 %	63 %	85 %	71 %	76 %	71%	74%	59%	73%	67%	74%
Number of Students	544	262	228	54	263	281	4410	3059	1121	230	2176	2234
Economic/Legal/Political Systems (Usually taken in 9th grade, this course is required for graduation.)												
Avg Percent Correct	73 %	81 %	61 %	83 %	73 %	72 %	71%	75%	59%	73%	71%	71%
Number of Students	560	275	236	49	265	295	4791	3303	1221	267	2364	2427
Physical Science (Usually taken in 9th grade, this course is one of several that can be taken for graduation.)												
Avg Percent Correct	53 %	61 %	51 %	74 %	54 %	53 %	61%	65%	53%	60%	61%	60%
Number of Students	134	31	102	1	71	63	2028	1249	673	106	1062	966
Biology (Usually taken in 10th grade, this course is required for graduation.)												
Avg Percent Correct	67 %	74 %	57 %	77 %	68 %	66 %	65%	69%	54%	67%	65%	65%
Number of Students	638	310	260	68	289	349	5322	3640	1336	346	2569	2753
U. S. History (Usually taken in 11th grade, this course is required for graduation.)												
Avg Percent Correct	78 %	83 %	68 %	84 %	82 %	75 %	77%	78%	67%	78%	78%	76%
Number of Students	455	242	159	54	191	264	3827	2769	819	239	1824	2003
Geometry (Usually taken in 10th grade, this course is required for admission to UNC)												
Avg Percent Correct	73 %	78 %	61 %	77 %	77 %	70 %	73%	75%	61%	74%	74%	71%
Number of Students	425	251	124	50	167	258	3259	2486	572	201	1515	1744
Algebra II (Usually taken in 11th grade, this course is required for admission to UNC)												
Avg Percent Correct	79 %	82 %	71 %	84 %	81 %	78 %	77%	78%	70%	81%	77%	77%
Number of Students	379	226	106	47	155	224	2831	2226	415	190	1330	1501
Chemistry (Usually taken in 11th grade, this course is required for the NC Scholars Program)												
Avg Percent Correct	72 %	75 %	64 %	77 %	77 %	69 %	72%	74%	64%	75%	74%	70%
Number of Students	434	257	126	51	173	261	2954	2291	457	206	1307	1584
Physics (Usually taken in 12th grade, this course is required for the NC Scholars Program)												
Avg Percent Correct	72 %	74 %	62 %	74 %	75 %	69 %	70%	71%	58%	71%	71%	68%
Number of Students	265	176	40	49	137	128	1507	1213	149	145	802	705

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All High Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	48.9	55.1	48.5	47.4	57.9	60.9
My child's school grounds are clean and attractive.	67.6	71.6	66.7	78.7	78.8	81.4
My child's school provides a high quality educational program.	87.7	91.7	87.3	71.0	71.3	70.2
The staff at my child's school has high expectations for my child.	80.5	75.9	75.4	65.2	66.2	64.8
My child is academically challenged in all classes.	71.0	73.2	74.6	59.5	61.2	61.2
My child's school offers opportunities for success to all students.	68.0	66.2	67.6	55.1	57.9	59.0
It is easy to contact the staff at my child's school.	52.5	50.3	54.9	60.2	60.9	65.2
When I have a concern about my child, I can count on the school for support.	47.9	50.6	53.8	51.2	51.4	54.3
The administration at my child's school is responsive to parents.	59.1	57.1	65.3	55.5	58.4	60.7
I feel comfortable visiting my child's school.	80.5	77.4	79.9	79.7	78.8	80.2
My child's school provides sufficient opportunities for parental involvement.	80.5	78.7	78.7	73.1	74.3	74.7
Students of all races are treated fairly by teachers and administrators at my school.	48.9	47.9	NA	41.3	48.0	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	65.6	61.5	NA	68.8	64.4	NA

	This School			All High Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	12 %	14 %	26 %	30%	36%	52%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	36.4	41.8	18.2	3.2	0.5
	1992	25.5	50.3	19.0	2.9	2.3
All High Schools	1993	19.4	45.7	26.9	6.0	2.1
	1992	16.3	48.0	27.2	6.1	2.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 HIGH SCHOOL PROFILE

Pg 1

428

Fuquay-Varina

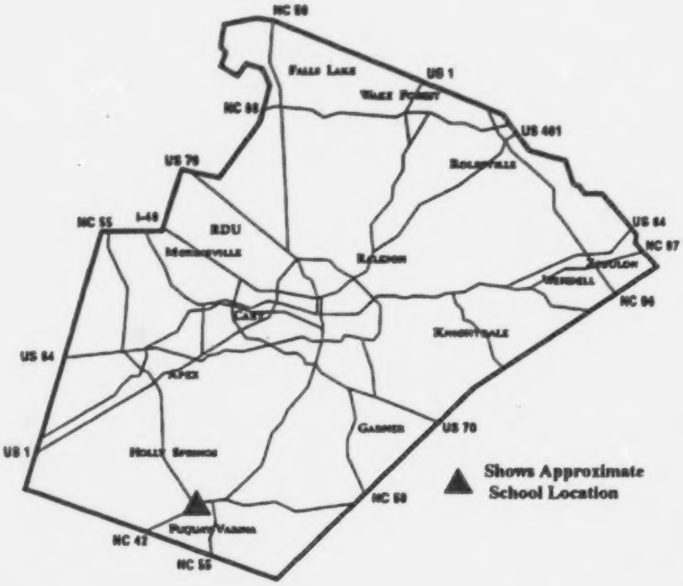
201 Broad Street
Fuquay-Varina 27526

PHONE : 557-2511

Principal: Charles H. Rose

Grade Levels Served: 9-12

Original Construction Date:	1975
Most Recent Renovation:	1975
Square Footage Of Building:	105,506
Size Of Property (acres):	38.2
Number Of Permanent Classrooms:	41
Number Of Portable Classrooms:	18


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Garner
US 70
US 1
Holly Springs
NC 50
Fuquay-Varina
NC 42
NC 55
Shows Approximate School Location

Magnet Program: None

ESL Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS High Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	1001	957	978	1558	1667	1632
Avg. DailyAttendance	Not Available	93.3 %	93.9 %	Not Available	93.9%	94.2%
Free/Reduced Lunch	14 %	13 %	Not Available	12%	12%	13%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
9	227	90	7	165	159	324
10	174	61	1	121	115	236
11	158	60	3	108	113	221
12	144	41	4	97	92	189
SCEC	14	17	0	26	5	31
Total	717	269	15	517	484	1001

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	86
Behav./Emotion. Handicapped	21
Educable Mentally Handicapped	14
Other Handicapping Conditions	4
Academically Gifted	111

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1993-94 HIGH SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 43
EC Teachers: 7
Other Teachers: 20

Certified Staff: 81
EC Tchr Assts: 2
Clerical Staff: 8.0

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other high schools.

	This School	High School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	23.1	23.2
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	15.7	17.3
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	13.4	14.4
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	15.0	15.3

SELECTED HIGH SCHOOL ACCREDITATION STANDARDS

The Wake County Public School System is accredited by the State Board of Education based upon a variety of measures of student performance, including those listed below.

The percent of all students who earned at least five units of credit toward graduation during the school year
The statewide accreditation standard is 80%. During the past three years this school achieved the following percentages:

1992-93 73.0 % 1991-92 80.7 % 1990-91 74.9 %

The percent of graduating students who qualified for the North Carolina Scholars Program
The statewide accreditation standard is10%. During the past three years this school achieved the following percentages:

1992-93 19.8 % 1991-92 18.4 1990-91 16.0

The percent of students who dropped out of this school during the school year or during the summer.
The statewide goal is an annual ten percent reduction in dropouts until the total number of dropouts is less than 2.4% in grades 7-12. During the past three years this school had the following dropout percentages:

1992-93 10.0 % 1991-92 10.0 % 1990-91 7.2 %

SCHOLASTIC APTITUDE TEST

The goal of WCPSS is to maintain a high level of participation in the SAT and to increase average scores. This school achieved the following average scores and participation rates during the past three years:

	1992-93	1991-92	1990-91
Participation Rate	63.7 %	63.3 %	Not Available
Average Verbal Score	380	397	390
Average Mathematics Score	447	454	427
Average Total Score	827	851	817

1993-94 HIGH SCHOOL PROFILE

1993 END-OF-COURSE TESTING

End-of-Course tests are developed by the NC State Department Of Public Instruction and are given to all students completing selected courses chosen by the State Board of Education. Scores shown below are the average percent of core items (items used on all forms of the test) answered correctly by students. Average scores and the number of students taking the test are shown for all students and for five subgroups at this school and at all WCPSS comprehensive high schools.

	THIS SCHOOL						ALL WCPSS HIGH SCHOOLS					
	Total	White	Black	Other	Male	Female	Total	White	Black	Other	Male	Female
Algebra I (Usually taken in 9th grade, this course is required for graduation.)												
Avg Percent Correct	66 %	67 %	63 %	71 %	65 %	67 %	71%	73%	66%	75%	71%	72%
Number of Students	156	116	36	4	69	87	3143	2166	820	157	1494	1649
English I (Required for all 9th grade students.)												
Avg Percent Correct	67 %	69 %	60 %	60 %	62 %	71 %	71%	74%	59%	73%	67%	74%
Number of Students	222	167	50	5	109	113	4410	3059	1121	230	2176	2234
Economic/Legal/Political Systems (Usually taken in 9th grade, this course is required for graduation.)												
Avg Percent Correct	68 %	71 %	58 %	68 %	67 %	69 %	71%	75%	59%	73%	71%	71%
Number of Students	241	176	55	10	118	123	4791	3303	1221	267	2364	2427
Physical Science (Usually taken in 9th grade, this course is one of several that can be taken for graduation.)												
Avg Percent Correct	63 %	64 %	57 %	59 %	63 %	62 %	61%	65%	53%	60%	61%	60%
Number of Students	48	36	11	1	29	19	2028	1249	673	106	1062	966
Biology (Usually taken in 10th grade, this course is required for graduation.)												
Avg Percent Correct	59 %	63 %	48 %	65 %	59 %	60 %	65%	69%	54%	67%	65%	65%
Number of Students	278	203	67	8	126	152	5322	3640	1336	346	2569	2753
U. S. History (Usually taken in 11th grade, this course is required for graduation.)												
Avg Percent Correct	69 %	71 %	61 %	65 %	71 %	67 %	77%	78%	67%	78%	78%	76%
Number of Students	192	150	33	9	95	97	3827	2769	819	239	1824	2003
Geometry (Usually taken in 10th grade, this course is required for admission to UNC)												
Avg Percent Correct	69 %	70 %	63 %	74 %	70 %	68 %	73%	75%	61%	74%	74%	71%
Number of Students	144	113	23	8	70	74	3259	2486	572	201	1515	1744
Algebra II (Usually taken in 11th grade, this course is required for admission to UNC)												
Avg Percent Correct	72 %	74 %	65 %	66 %	74 %	71 %	77%	78%	70%	81%	77%	77%
Number of Students	111	91	16	4	55	56	2831	2226	415	190	1330	1501
Chemistry (Usually taken in 11th grade, this course is required for the NC Scholars Program)												
Avg Percent Correct	63 %	65 %	56 %	61 %	68 %	59 %	72%	74%	64%	75%	74%	70%
Number of Students	153	124	20	9	74	79	2954	2291	457	206	1307	1584
Physics (Usually taken in 12th grade, this course is required for the NC Scholars Program)												
Avg Percent Correct	65 %	66 %	64 %	48 %	68 %	64 %	70%	71%	58%	71%	71%	68%
Number of Students	32	27	4	1	13	19	1507	1213	149	145	802	705

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All High Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	43.1	57.3	30.0	47.4	57.9	60.9
My child's school grounds are clean and attractive.	61.7	68.3	73.4	78.7	78.8	81.4
My child's school provides a high quality educational program.	46.5	48.5	47.1	71.0	71.3	70.2
The staff at my child's school has high expectations for my child.	55.4	55.7	53.7	65.2	66.2	64.8
My child is academically challenged in all classes.	57.8	48.7	47.2	59.5	61.2	61.2
My child's school offers opportunities for success to all students.	45.7	50.6	47.9	55.1	57.9	59.0
It is easy to contact the staff at my child's school.	53.8	65.7	63.6	60.2	60.9	65.2
When I have a concern about my child, I can count on the school for support.	48.3	48.3	47.4	51.2	51.4	54.3
The administration at my child's school is responsive to parents.	45.9	50.0	48.6	55.5	58.4	60.7
I feel comfortable visiting my child's school.	70.1	66.7	73.1	79.7	78.8	80.2
My child's school provides sufficient opportunities for parental involvement.	60.7	67.4	66.9	73.1	74.3	74.7
Students of all races are treated fairly by teachers and administrators at my school.	38.5	40.5	NA	41.3	48.0	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	70.7	62.1	NA	68.8	64.4	NA

	This School			All High Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	18 %	52 %	52 %	30%	36%	52%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	13.6	30.2	44.4	8.3	3.6
	1992	9.4	37.8	34.4	12.4	6.1
All High Schools	1993	19.4	45.7	26.9	6.0	2.1
	1992	16.3	48.0	27.2	6.1	2.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 HIGH SCHOOL PROFILE

436

Garner

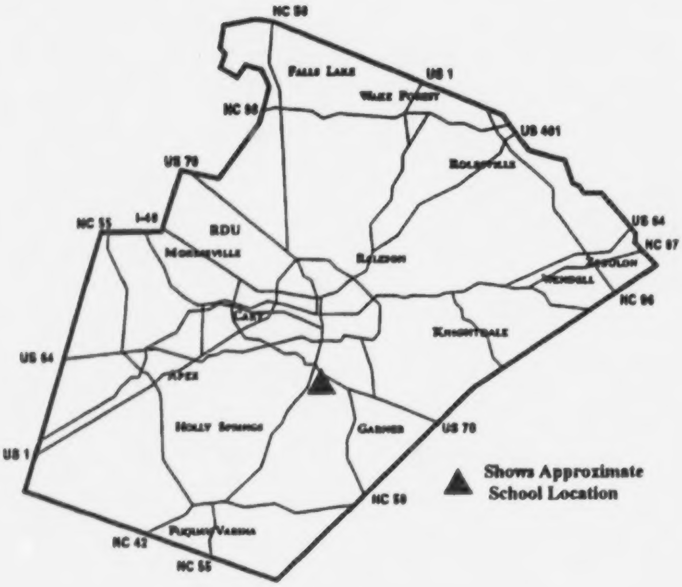
2101 Spring Drive
Garner 27529

PHONE : 662-2379

Principal:

Grade Levels Served: 9-12

Original Construction Date:	1967
Most Recent Renovation:	1989
Square Footage Of Building:	484,497
Size Of Property (acres):	69.5
Number Of Permanent Classrooms:	89
Number Of Portable Classrooms:	0


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
NC 42
Fuquay Varina
NC 55
Shows Approximate School Location

Magnet Program: None

ESL Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS High Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	1752	1771	1773	1558	1667	1632
Avg. DailyAttendance	Not Available	92.9 %	93.6 %	Not Available	93.9%	94.2%
Free/Reduced Lunch	13 %	12 %	Not Available	12%	12%	13%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
9	364	169	4	282	255	537
10	317	123	3	213	230	443
11	266	114	5	194	191	385
12	232	79	3	131	183	314
SCEC	37	36	0	51	22	73
Total	1216	521	15	871	881	1752

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	80
Behav./Emotion. Handicapped	31
Educable Mentally Handicapped	21
Other Handicapping Conditions	21
Academically Gifted	191

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1993-94 HIGH SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 73	EC Teachers: 12	Other Teachers: 22
Certified Staff: 121	EC Tchr Assts: 8	Clerical Staff: 11.0

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other high schools.

	This School	High School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	23.2	23.2
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	17.5	17.3
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	14.7	14.4
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	15.2	15.3

SELECTED HIGH SCHOOL ACCREDITATION STANDARDS

The Wake County Public School System is accredited by the State Board of Education based upon a variety of measures of student performance, including those listed below.

The percent of all students who earned at least five units of credit toward graduation during the school year
The statewide accreditation standard is 80%. During the past three years this school achieved the following percentages:

1992-93 81.0 % 1991-92 79.3 % 1990-91 78.1 %

The percent of graduating students who qualified for the North Carolina Scholars Program
The statewide accreditation standard is10%. During the past three years this school achieved the following percentages:

1992-93 26.5 % 1991-92 24.3 1990-91 20.4

The percent of students who dropped out of this school during the school year or during the summer.
The statewide goal is an annual ten percent reduction in dropouts until the total number of dropouts is less than 2.4% in grades 7-12. During the past three years this school had the following dropout percentages:

1992-93 6.3 % 1991-92 6.6 % 1990-91 4.8 %

SCHOLASTIC APTITUDE TEST

The goal of WCPSS is to maintain a high level of participation in the SAT and to increase average scores. This school achieved the following average scores and participation rates during the past three years:

	1992-93	1991-92	1990-91
Participation Rate	67.8 %	62.4 %	Not Available
Average Verbal Score	395	410	402
Average Mathematics Score	472	471	469
Average Total Score	867	881	871

1993-94 HIGH SCHOOL PROFILE

1993 END-OF-COURSE TESTING

End-of-Course tests are developed by the NC State Department Of Public Instruction and are given to all students completing selected courses chosen by the State Board of Education. Scores shown below are the average percent of core items (items used on all forms of the test) answered correctly by students. Average scores and the number of students taking the test are shown for all students and for five subgroups at this school and at all WCPSS comprehensive high schools. .

Algebra I (Usually taken in 9th grade, this course is required for graduation.)

	THIS SCHOOL						ALL WCPSS HIGH SCHOOLS					
	Total	White	Black	Other	Male	Female	Total	White	Black	Other	Male	Female
Avg Percent Correct	70 %	71 %	68 %	77 %	69 %	71 %	71%	73%	66%	75%	71%	72%
Number of Students	315	220	86	9	152	163	3143	2166	820	157	1494	1649

English I (Required for all 9th grade students.)

	THIS SCHOOL						ALL WCPSS HIGH SCHOOLS					
	Total	White	Black	Other	Male	Female	Total	White	Black	Other	Male	Female
Avg Percent Correct	64 %	67 %	56 %	60 %	59 %	69 %	71%	74%	59%	73%	67%	74%
Number of Students	449	310	131	8	231	218	4410	3059	1121	230	2176	2234

Economic/Legal/Political Systems (Usually taken in 9th grade, this course is required for graduation.)

	THIS SCHOOL						ALL WCPSS HIGH SCHOOLS					
	Total	White	Black	Other	Male	Female	Total	White	Black	Other	Male	Female
Avg Percent Correct	64 %	67 %	57 %	64 %	62 %	65 %	71%	75%	59%	73%	71%	71%
Number of Students	507	343	153	11	257	250	4791	3303	1221	267	2364	2427

Physical Science (Usually taken in 9th grade, this course is one of several that can be taken for graduation.)

	THIS SCHOOL						ALL WCPSS HIGH SCHOOLS					
	Total	White	Black	Other	Male	Female	Total	White	Black	Other	Male	Female
Avg Percent Correct	58 %	60 %	54 %	51 %	58 %	57 %	61%	65%	53%	60%	61%	60%
Number of Students	349	220	121	8	183	166	2028	1249	673	106	1062	966

Biology (Usually taken in 10th grade, this course is required for graduation.)

	THIS SCHOOL						ALL WCPSS HIGH SCHOOLS					
	Total	White	Black	Other	Male	Female	Total	White	Black	Other	Male	Female
Avg Percent Correct	63 %	66 %	56 %	70 %	61 %	64 %	65%	69%	54%	67%	65%	65%
Number of Students	407	283	112	12	197	210	5322	3640	1336	346	2569	2753

U. S. History (Usually taken in 11th grade, this course is required for graduation.)

	THIS SCHOOL						ALL WCPSS HIGH SCHOOLS					
	Total	White	Black	Other	Male	Female	Total	White	Black	Other	Male	Female
Avg Percent Correct	73 %	75 %	66 %	82 %	75 %	71 %	77%	78%	67%	78%	78%	76%
Number of Students	345	249	89	7	155	190	3827	2769	819	239	1824	2003

Geometry (Usually taken in 10th grade, this course is required for admission to UNC)

	THIS SCHOOL						ALL WCPSS HIGH SCHOOLS					
	Total	White	Black	Other	Male	Female	Total	White	Black	Other	Male	Female
Avg Percent Correct	66 %	69 %	58 %	61 %	67 %	65 %	73%	75%	61%	74%	74%	71%
Number of Students	287	210	69	8	126	161	3259	2486	572	201	1515	1744

Algebra II (Usually taken in 11th grade, this course is required for admission to UNC)

	THIS SCHOOL						ALL WCPSS HIGH SCHOOLS					
	Total	White	Black	Other	Male	Female	Total	White	Black	Other	Male	Female
Avg Percent Correct	77 %	78 %	73 %	69 %	76 %	78 %	77%	78%	70%	81%	77%	77%
Number of Students	213	167	42	4	90	123	2831	2226	415	190	1330	1501

Chemistry (Usually taken in 11th grade, this course is required for the NC Scholars Program)

	THIS SCHOOL						ALL WCPSS HIGH SCHOOLS					
	Total	White	Black	Other	Male	Female	Total	White	Black	Other	Male	Female
Avg Percent Correct	72 %	74 %	66 %	76 %	73 %	72 %	72%	74%	64%	75%	74%	70%
Number of Students	244	194	44	6	106	138	2954	2291	457	206	1307	1584

Physics (Usually taken in 12th grade, this course is required for the NC Scholars Program)

	THIS SCHOOL						ALL WCPSS HIGH SCHOOLS					
	Total	White	Black	Other	Male	Female	Total	White	Black	Other	Male	Female
Avg Percent Correct	70 %	71 %	59 %	69 %	71 %	68 %	70%	71%	58%	71%	71%	68%
Number of Students	107	90	11	6	50	57	1507	1213	149	145	802	705

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All High Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	33.9	43.6	68.3	47.4	57.9	60.9
My child's school grounds are clean and attractive.	78.9	82.8	87.2	78.7	78.8	81.4
My child's school provides a high quality educational program.	66.1	69.0	69.3	71.0	71.3	70.2
The staff at my child's school has high expectations for my child.	62.1	66.6	65.6	65.2	66.2	64.8
My child is academically challenged in all classes.	55.7	62.4	61.4	59.5	61.2	61.2
My child's school offers opportunities for success to all students.	57.8	59.8	62.0	55.1	57.9	59.0
It is easy to contact the staff at my child's school.	64.0	66.3	68.0	60.2	60.9	65.2
When I have a concern about my child, I can count on the school for support.	55.6	53.9	57.7	51.2	51.4	54.3
The administration at my child's school is responsive to parents.	61.0	61.5	66.1	55.5	58.4	60.7
I feel comfortable visiting my child's school.	77.5	77.0	82.3	79.7	78.8	80.2
My child's school provides sufficient opportunities for parental involvement.	69.3	71.4	71.9	73.1	74.3	74.7
Students of all races are treated fairly by teachers and administrators at my school.	36.2	45.3	NA	41.3	48.0	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	66.0	68.3	NA	68.8	64.4	NA

	This School			All High Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	23 %	35 %	63 %	30%	36%	52%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	14.7	42.0	35.3	7.0	1.1
	1992	13.3	48.3	27.5	7.1	3.8
All High Schools	1993	19.4	45.7	26.9	6.0	2.1
	1992	16.3	48.0	27.2	6.1	2.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 HIGH SCHOOL PROFILE

473

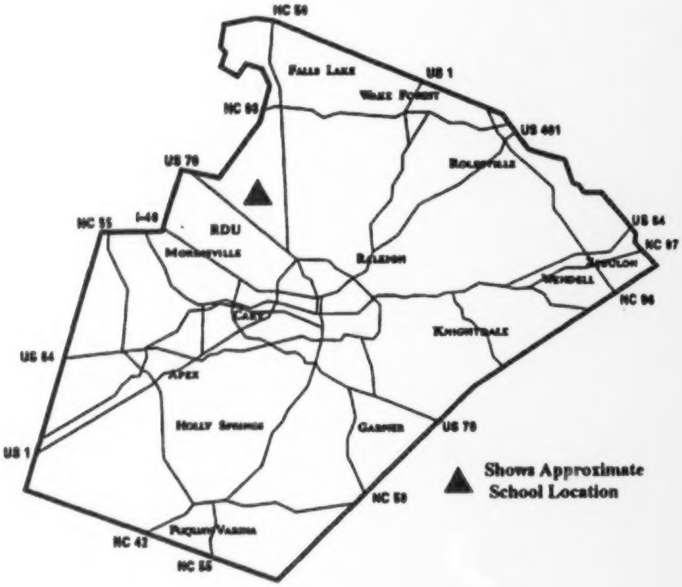
Leesville Road
8409 Leesville Road
Raleigh 27613

PHONE : 870-4250

Principal: Richard J. Murphy

Grade Levels Served: 9-12

Original Construction Date:	1993
Most Recent Renovation:	1993
Square Footage Of Building:	245,000
Size Of Property (acres):	50.0
Number Of Permanent Classrooms:	81
Number Of Portable Classrooms:	0


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
US 64
NC 97
Morrisville
Raleigh
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
▲ Shows Approximate School Location

Magnet Program: None
ESL Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS High Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	992			1558	1667	1632
Avg. DailyAttendance	Not Available			Not Available	93.9%	94.2%
Free/Reduced Lunch	11 %		Not Available	12%	12%	13%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
9	297	93	10	181	219	400
10	231	66	8	168	137	305
11	209	39	13	145	116	261
12	0	0	0	0	0	0
SCEC	15	11	0	18	8	26
Total	752	209	31	512	480	992

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	52
Behav./Emotion. Handicapped	18
Educable Mentally Handicapped	9
Other Handicapping Conditions	6
Academically Gifted	205

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1993-94 HIGH SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 42
EC Teachers: 6
Other Teachers: 17

Certified Staff: 75
EC Tchr Assts: 2
Clerical Staff: 8.0

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other high schools.

	This School	High School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	22.9	23.2
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	16.3	17.3
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	13.3	14.4
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	14.8	15.3

SELECTED HIGH SCHOOL ACCREDITATION STANDARDS

The Wake County Public School System is accredited by the State Board of Education based upon a variety of measures of student performance, including those listed below.

The percent of all students who earned at least five units of credit toward graduation during the school year
The statewide accreditation standard is 80%. During the past three years this school achieved the following percentages:

1992-93 1991-92 1990-91

The percent of graduating students who qualified for the North Carolina Scholars Program
The statewide accreditation standard is10%. During the past three years this school achieved the following percentages:

1992-93 1991-92 1990-91

The percent of students who dropped out of this school during the school year or during the summer.
The statewide goal is an annual ten percent reduction in dropouts until the total number of dropouts is less than 2.4% in grades 7-12. During the past three years this school had the following dropout percentages:

1992-93 1991-92 1990-91

**NOTE: Leesville Road High opened in 1993-94.
No historical information is available.**

SCHOLASTIC APTITUDE TEST

The goal of WCPSS is to maintain a high level of participation in the SAT and to increase average scores. This school achieved the following average scores and participation rates during the past three years:

	1992-93	1991-92	1990-91
Participation Rate			
Average Verbal Score			
Average Mathematics Score			
Average Total Score			

1993-94 HIGH SCHOOL PROFILE

1993 END-OF-COURSE TESTING

End-of-Course tests are developed by the NC State Department Of Public Instruction and are given to all students completing selected courses chosen by the State Board of Education. Scores shown below are the average percent of core items (items used on all forms of the test) answered correctly by students. Average scores and the number of students taking the test are shown for all students and for five subgroups at this school and at all WCPSS comprehensive high schools. .

NOTE:
Leesville Road High School opened in 1993-94. No historical information is available.

	THIS SCHOOL						ALL WCPSS HIGH SCHOOLS					
	Total	White	Black	Other	Male	Female	Total	White	Black	Other	Male	Female
Algebra I (Usually taken in 9th grade, this course is required for graduation.)												
Avg Percent Correct							71%	73%	66%	75%	71%	72%
Number of Students							3143	2166	820	157	1494	1649
English I (Requi												
Avg Percent Correct							71%	74%	59%	73%	67%	74%
Number of Students							4410	3059	1121	230	2176	2234
Economic/Legal/Political Systems (Usually taken in 9th grade, this course is required for graduation.)												
Avg Percent Correct							71%	75%	59%	73%	71%	71%
Number of Students							4791	3303	1221	267	2364	2427
Physical Science (Usually taken in 9th grade, this course is one of several that can be taken for graduation.)												
Avg Percent Correct							61%	65%	53%	60%	61%	60%
Number of Students							2028	1249	673	106	1062	966
Biology (Usually taken in 10th grade, this course is required for graduation.)												
Avg Percent Correct							65%	69%	54%	67%	65%	65%
Number of Students							5322	3640	1336	346	2569	2753
U. S. History (Usually taken in 11th grade, this course is required for graduation.)												
Avg Percent Correct							77%	78%	67%	78%	78%	76%
Number of Students							3827	2769	819	239	1824	2003
Geometry (Usually taken in 10th grade, this course is required for admission to UNC)												
Avg Percent Correct							73%	75%	61%	74%	74%	71%
Number of Students							3259	2486	572	201	1515	1744
Algebra II (Usually taken in 11th grade, this course is required for admission to UNC)												
Avg Percent Correct							77%	78%	70%	81%	77%	77%
Number of Students							2831	2226	415	190	1330	1501
Chemistry (Usually taken in 11th grade, this course is required for the NC Scholars Program)												
Avg Percent Correct							72%	74%	64%	75%	74%	70%
Number of Students							2954	2291	457	206	1307	1584
Physics (Usually taken in 12th grade, this course is required for the NC Scholars Program)												
Avg Percent Correct							70%	71%	58%	71%	71%	68%
Number of Students							1507	1213	149	145	802	705

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.

This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All High Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	69.9	NA	NA	47.4	57.9	60.9
My child's school grounds are clean and attractive.	96.2	NA	NA	78.7	78.8	81.4
My child's school provides a high quality educational program.	76.2	NA	NA	71.0	71.3	70.2
The staff at my child's school has high expectations for my child.	73.8	NA	NA	65.2	66.2	64.8
My child is academically challenged in all classes.	68.4	NA	NA	59.5	61.2	61.2
My child's school offers opportunities for success to all students.	55.8	NA	NA	55.1	57.9	59.0
It is easy to contact the staff at my child's school.	64.0	NA	NA	60.2	60.9	65.2
When I have a concern about my child, I can count on the school for support.	53.8	NA	NA	51.2	51.4	54.3
The administration at my child's school is responsive to parents.	54.3	NA	NA	55.5	58.4	60.7
I feel comfortable visiting my child's school.	89.6	NA	NA	79.7	78.8	80.2
My child's school provides sufficient opportunities for parental involvement.	79.6	NA	NA	73.1	74.3	74.7
Students of all races are treated fairly by teachers and administrators at my school.	41.0	NA	NA	41.3	48.0	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	65.2	NA	NA	68.8	64.4	NA

	This School			All High Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	31 %			30%	36%	52%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	35.6	47.7	14.6	1.4	0.7
	1992	NA	NA	NA	NA	NA
All High Schools	1993	19.4	45.7	26.9	6.0	2.1
	1992	16.3	48.0	27.2	6.1	2.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 HIGH SCHOOL PROFILE

500

Millbrook

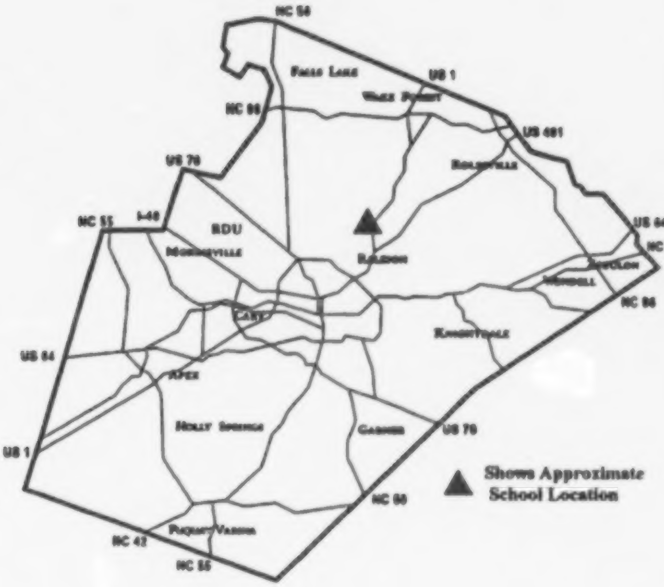
2201 Spring Forest Road
Raleigh 27615

PHONE : 850-8787

Principal: Joann Patton (Dr.)

Grade Levels Served: 9-12

Original Construction Date:	1967
Most Recent Renovation:	1988
Square Footage Of Building:	250,345
Size Of Property (acres):	43.8
Number Of Permanent Classrooms:	94
Number Of Portable Classrooms:	7


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
US 64
NC 97
Morrisville
Raleigh
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
Shows Approximate School Location
NC 50
Fuquay-Varina
NC 42
NC 55

Magnet Program: None

ESL Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS High Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	1934	2057	1937	1558	1667	1632
Avg. DailyAttendance	Not Available	94.8 %	95.0 %	Not Available	93.9%	94.2%
Free/Reduced Lunch	10 %	8 %	Not Available	12%	12%	13%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
9	342	179	27	252	296	548
10	314	117	16	220	227	447
11	287	99	18	219	185	404
12	365	95	22	230	252	482
SCEC	22	29	2	39	14	53
Total	1330	519	85	960	974	1934

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	107
Behav./Emotion. Handicapped	25
Educable Mentally Handicapped	22
Other Handicapping Conditions	25
Academically Gifted	280

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1993-94 HIGH SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 81
EC Teachers: 11
Other Teachers: 21
Certified Staff: 128
EC Tchr Assts: 10
Clerical Staff: 12.0

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other high schools.

	This School	High School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	23.5	23.2
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	18.8	17.3
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	15.7	14.4
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	16.4	15.3

SELECTED HIGH SCHOOL ACCREDITATION STANDARDS

The Wake County Public School System is accredited by the State Board of Education based upon a variety of measures of student performance, including those listed below.

The percent of all students who earned at least five units of credit toward graduation during the school year
The statewide accreditation standard is 80%. During the past three years this school achieved the following percentages:

1992-93 86.0 % 1991-92 86.1 % 1990-91 85.1 %

The percent of graduating students who qualified for the North Carolina Scholars Program
The statewide accreditation standard is10%. During the past three years this school achieved the following percentages:

1992-93 37.7 % 1991-92 33.2 1990-91 30.7

The percent of students who dropped out of this school during the school year or during the summer.
The statewide goal is an annual ten percent reduction in dropouts until the total number of dropouts is less than 2.4% in grades 7-12. During the past three years this school had the following dropout percentages:

1992-93 4.3 % 1991-92 2.7 % 1990-91 2.5 %

SCHOLASTIC APTITUDE TEST

The goal of WCPSS is to maintain a high level of participation in the SAT and to increase average scores. This school achieved the following average scores and participation rates during the past three years:

	1992-93	1991-92	1990-91
Participation Rate	79.2 %	80.4 %	Not Available
Average Verbal Score	436	437	429
Average Mathematics Score	500	497	496
Average Total Score	936	934	925

1993-94 HIGH SCHOOL PROFILE

1993 END-OF-COURSE TESTING

End-of-Course tests are developed by the NC State Department Of Public Instruction and are given to all students completing selected courses chosen by the State Board of Education. Scores shown below are the average percent of core items (items used on all forms of the test) answered correctly by students. Average scores and the number of students taking the test are shown for all students and for five subgroups at this school and at all WCPSS comprehensive high schools.

	THIS SCHOOL						ALL WCPSS HIGH SCHOOLS					
	Total	White	Black	Other	Male	Female	Total	White	Black	Other	Male	Female
Algebra I (Usually taken in 9th grade, this course is required for graduation.)												
Avg Percent Correct	71 %	74 %	62 %	77 %	70 %	73 %	71%	73%	66%	75%	71%	72%
Number of Students	367	269	82	16	179	188	3143	2166	820	157	1494	1649
English I (Required for all 9th grade students.)												
Avg Percent Correct	73 %	76 %	60 %	79 %	69 %	76 %	71%	74%	59%	73%	67%	74%
Number of Students	512	383	109	20	240	272	4410	3059	1121	230	2176	2234
Economic/Legal/Political Systems (Usually taken in 9th grade, this course is required for graduation.)												
Avg Percent Correct	72 %	75 %	60 %	81 %	71 %	72 %	71%	75%	59%	73%	71%	71%
Number of Students	565	418	128	19	272	293	4791	3303	1221	267	2364	2427
Physical Science (Usually taken in 9th grade, this course is one of several that can be taken for graduation.)												
Avg Percent Correct	62 %	68 %	53 %	64 %	62 %	63 %	61%	65%	53%	60%	61%	60%
Number of Students	175	106	62	7	94	81	2028	1249	673	106	1062	966
Biology (Usually taken in 10th grade, this course is required for graduation.)												
Avg Percent Correct	69 %	72 %	58 %	71 %	69 %	69 %	65%	69%	54%	67%	65%	65%
Number of Students	637	472	135	30	313	324	5322	3640	1336	346	2569	2753
U. S. History (Usually taken in 11th grade, this course is required for graduation.)												
Avg Percent Correct	82 %	84 %	73 %	85 %	82 %	81 %	77%	78%	67%	78%	78%	76%
Number of Students	476	358	91	27	218	258	3827	2769	819	239	1824	2003
Geometry (Usually taken in 10th grade, this course is required for admission to UNC)												
Avg Percent Correct	72 %	74 %	63 %	73 %	74 %	71 %	73%	75%	61%	74%	74%	71%
Number of Students	407	328	64	15	204	203	3259	2486	572	201	1515	1744
Algebra II (Usually taken in 11th grade, this course is required for admission to UNC)												
Avg Percent Correct	78 %	78 %	71 %	86 %	79 %	77 %	77%	78%	70%	81%	77%	77%
Number of Students	378	314	45	19	182	196	2831	2226	415	190	1330	1501
Chemistry (Usually taken in 11th grade, this course is required for the NC Scholars Program)												
Avg Percent Correct	75 %	76 %	68 %	77 %	76 %	75 %	72%	74%	64%	75%	74%	70%
Number of Students	350	284	44	22	172	178	2954	2291	457	206	1307	1584
Physics (Usually taken in 12th grade, this course is required for the NC Scholars Program)												
Avg Percent Correct	73 %	74 %	64 %	76 %	74 %	73 %	70%	71%	58%	71%	71%	68%
Number of Students	193	153	15	25	93	100	1507	1213	149	145	802	705

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All High Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	36.6	56.8	64.3	47.4	57.9	60.9
My child's school grounds are clean and attractive.	84.5	87.6	87.7	78.7	78.8	81.4
My child's school provides a high quality educational program.	73.8	76.4	76.0	71.0	71.3	70.2
The staff at my child's school has high expectations for my child.	61.3	66.0	67.1	65.2	66.2	64.8
My child is academically challenged in all classes.	58.3	65.3	64.0	59.5	61.2	61.2
My child's school offers opportunities for success to all students.	53.0	61.9	62.4	55.1	57.9	59.0
It is easy to contact the staff at my child's school.	59.3	59.0	68.6	60.2	60.9	65.2
When I have a concern about my child, I can count on the school for support.	49.0	49.3	57.4	51.2	51.4	54.3
The administration at my child's school is responsive to parents.	47.1	61.2	64.4	55.5	58.4	60.7
I feel comfortable visiting my child's school.	81.6	80.6	83.0	79.7	78.8	80.2
My child's school provides sufficient opportunities for parental involvement.	74.9	76.4	75.8	73.1	74.3	74.7
Students of all races are treated fairly by teachers and administrators at my school.	38.2	49.3	NA	41.3	48.0	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	64.4	67.0	NA	68.8	64.4	NA

	This School			All High Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	40 %	41 %	58 %	30%	36%	52%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	15.7	51.0	25.4	5.8	2.1
	1992	18.5	49.4	26.1	4.4	1.6
All High Schools	1993	19.4	45.7	26.9	6.0	2.1
	1992	16.3	48.0	27.2	6.1	2.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 HIGH SCHOOL PROFILE

Pg. 1

552

Sanderson

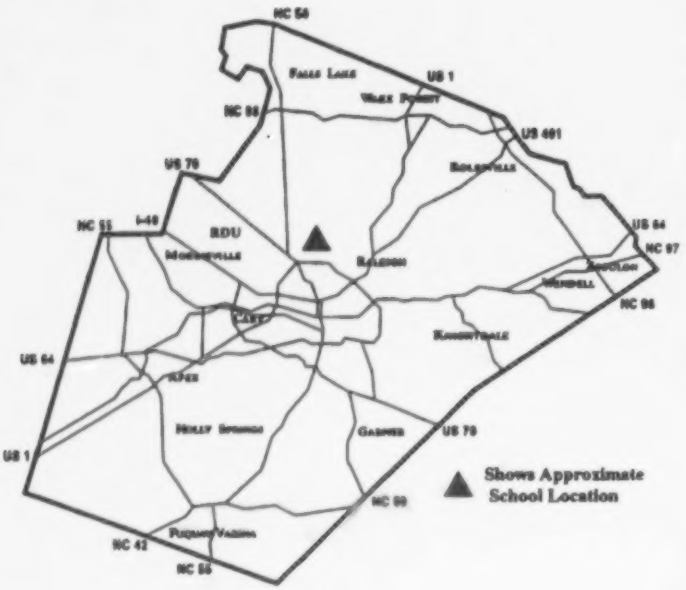
5500 Dixon Drive
Raleigh 27609

PHONE : 881-4800

Principal: Jane S. Currin

Grade Levels Served: 9-12

Original Construction Date:	1968
Most Recent Renovation:	1990
Square Footage Of Building:	287,918
Size Of Property (acres):	54.2
Number Of Permanent Classrooms:	87
Number Of Portable Classrooms:	3


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55

▲ Shows Approximate School Location

Magnet Program: None

ESL Services: Yes

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS High Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	1866	1884	1871	1558	1667	1632
Avg. DailyAttendance	Not Available	94.9 %	94.6 %	Not Available	93.9%	94.2%
Free/Reduced Lunch	14 %	12 %	Not Available	12%	12%	13%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
9	324	167	26	275	242	517
10	339	124	24	240	247	487
11	315	86	39	212	228	440
12	264	69	41	192	182	374
SCEC	12	32	4	32	16	48
Total	1254	478	134	951	915	1866

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	115
Behav./Emotion. Handicapped	20
Educable Mentally Handicapped	20
Other Handicapping Conditions	19
Academically Gifted	339

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1993-94 HIGH SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 79
EC Teachers: 8
Other Teachers: 22
Certified Staff: 125
EC Tchr Assts: 3
Clerical Staff: 12.0

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other high schools.

	This School	High School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	23.0	23.2
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	18.0	17.3
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	15.4	14.4
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	17.1	15.3

SELECTED HIGH SCHOOL ACCREDITATION STANDARDS

The Wake County Public School System is accredited by the State Board of Education based upon a variety of measures of student performance, including those listed below.

The percent of all students who earned at least five units of credit toward graduation during the school year
The statewide accreditation standard is 80%. During the past three years this school achieved the following percentages:

1992-93 82.0 % 1991-92 84.4 % 1990-91 82.1 %

The percent of graduating students who qualified for the North Carolina Scholars Program
The statewide accreditation standard is10%. During the past three years this school achieved the following percentages:

1992-93 19.0 % 1991-92 28.0 1990-91 27.0

The percent of students who dropped out of this school during the school year or during the summer.
The statewide goal is an annual ten percent reduction in dropouts until the total number of dropouts is less than 2.4% in grades 7-12. During the past three years this school had the following dropout percentages:

1992-93 4.1 % 1991-92 4.9 % 1990-91 4.2 %

SCHOLASTIC APTITUDE TEST

The goal of WCPSS is to maintain a high level of participation in the SAT and to increase average scores. This school achieved the following average scores and participation rates during the past three years:

	1992-93	1991-92	1990-91
Participation Rate	83.5 %	82.0 %	Not Available
Average Verbal Score	436	427	422
Average Mathematics Score	499	485	490
Average Total Score	935	912	912

1993-94 HIGH SCHOOL PROFILE

1993 END-OF-COURSE TESTING

End-of-Course tests are developed by the NC State Department Of Public Instruction and are given to all students completing selected courses chosen by the State Board of Education. Scores shown below are the average percent of core items (items used on all forms of the test) answered correctly by students. Average scores and the number of students taking the test are shown for all students and for five subgroups at this school and at all WCPSS comprehensive high schools.

	THIS SCHOOL						ALL WCPSS HIGH SCHOOLS					
	Total	White	Black	Other	Male	Female	Total	White	Black	Other	Male	Female
Algebra I (Usually taken in 9th grade, this course is required for graduation.)												
Avg Percent Correct	72 %	74 %	68 %	72 %	71 %	73 %	71%	73%	66%	75%	71%	72%
Number of Students	342	226	85	31	152	190	3143	2166	820	157	1494	1649
English I (Required for all 9th grade students.)												
Avg Percent Correct	74 %	78 %	63 %	73 %	72 %	76 %	71%	74%	59%	73%	67%	74%
Number of Students	451	322	101	28	212	239	4410	3059	1121	230	2176	2234
Economic/Legal/Political Systems (Usually taken in 9th grade, this course is required for graduation.)												
Avg Percent Correct	75 %	79 %	64 %	74 %	76 %	75 %	71%	75%	59%	73%	71%	71%
Number of Students	501	354	106	41	232	269	4791	3303	1221	267	2364	2427
Physical Science (Usually taken in 9th grade, this course is one of several that can be taken for graduation.)												
Avg Percent Correct	64 %	73 %	54 %	55 %	66 %	61 %	61%	65%	53%	60%	61%	60%
Number of Students	106	53	37	16	59	47	2028	1249	673	106	1062	966
Biology (Usually taken in 10th grade, this course is required for graduation.)												
Avg Percent Correct	66 %	70 %	55 %	60 %	66 %	66 %	65%	69%	54%	67%	65%	65%
Number of Students	689	476	147	66	319	370	5322	3640	1336	346	2569	2753
U. S. History (Usually taken in 11th grade, this course is required for graduation.)												
Avg Percent Correct	77 %	80 %	67 %	71 %	78 %	76 %	77%	78%	67%	78%	78%	76%
Number of Students	362	262	67	33	183	179	3827	2769	819	239	1824	2003
Geometry (Usually taken in 10th grade, this course is required for admission to UNC)												
Avg Percent Correct	77 %	79 %	66 %	76 %	76 %	78 %	73%	75%	61%	74%	74%	71%
Number of Students	366	275	59	32	187	179	3259	2486	572	201	1515	1744
Algebra II (Usually taken in 11th grade, this course is required for admission to UNC)												
Avg Percent Correct	76 %	76 %	71 %	78 %	74 %	77 %	77%	78%	70%	81%	77%	77%
Number of Students	327	271	24	32	147	180	2831	2226	415	190	1330	1501
Chemistry (Usually taken in 11th grade, this course is required for the NC Scholars Program)												
Avg Percent Correct	74 %	74 %	66 %	78 %	74 %	74 %	72%	74%	64%	75%	74%	70%
Number of Students	307	248	33	26	141	166	2954	2291	457	206	1307	1584
Physics (Usually taken in 12th grade, this course is required for the NC Scholars Program)												
Avg Percent Correct	72 %	72 %	66 %	70 %	73 %	69 %	70%	71%	58%	71%	71%	68%
Number of Students	188	162	8	18	106	82	1507	1213	149	145	802	705

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All High Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	40.1	64.5	72.0	47.4	57.9	60.9
My child's school grounds are clean and attractive.	76.7	79.1	82.7	78.7	78.8	81.4
My child's school provides a high quality educational program.	71.2	76.4	72.7	71.0	71.3	70.2
The staff at my child's school has high expectations for my child.	63.4	66.1	63.9	65.2	66.2	64.8
My child is academically challenged in all classes.	61.3	60.3	65.4	59.5	61.2	61.2
My child's school offers opportunities for success to all students.	53.4	58.9	59.3	55.1	57.9	59.0
It is easy to contact the staff at my child's school.	61.5	63.4	65.8	60.2	60.9	65.2
When I have a concern about my child, I can count on the school for support.	50.8	53.9	56.6	51.2	51.4	54.3
The administration at my child's school is responsive to parents.	57.9	61.3	64.3	55.5	58.4	60.7
I feel comfortable visiting my child's school.	77.0	80.5	79.7	79.7	78.8	80.2
My child's school provides sufficient opportunities for parental involvement.	72.8	75.5	74.5	73.1	74.3	74.7
Students of all races are treated fairly by teachers and administrators at my school.	39.9	48.2	NA	41.3	48.0	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	70.8	63.5	NA	68.8	64.4	NA

	This School			All High Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	32 %	38 %	55 %	30%	36%	52%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	16.9	48.8	25.1	7.0	2.1
	1992	16.7	51.8	26.1	4.1	1.3
All High Schools	1993	19.4	45.7	26.9	6.0	2.1
	1992	16.3	48.0	27.2	6.1	2.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 HIGH SCHOOL PROFILE

588

Wake Forest-Rolesville

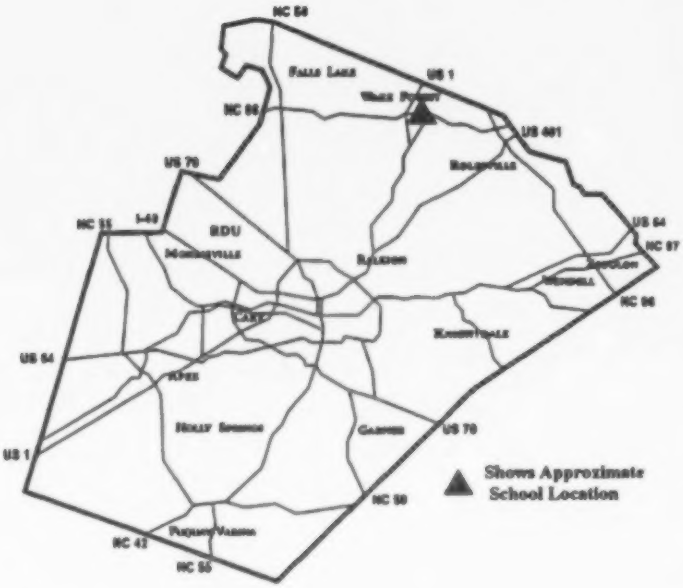
420 W. Stadium Drive
Wake Forest 27587

PHONE : 554-8611

Principal: Robert N. Winston

Grade Levels Served: 9-12

Original Construction Date:	1958
Most Recent Renovation:	1989
Square Footage Of Building:	182,029
Size Of Property (acres):	55.1
Number Of Permanent Classrooms:	67
Number Of Portable Classrooms:	5


NC 50
FALLS LAKE
US 1
WAKE FOREST
NC 98
US 401
US 70
ROLESVILLE
NC 55
I-40
RDU
MORRISVILLE
RALEIGH
US 64
NC 97
ZEBULON
WENDELL
NC 96
CARY
KNIGHTDALE
US 64
APEX
HOLLY SPRINGS
GARNER
US 70
US 1
NC 50
FUQUAY-VARINA
NC 42
NC 55
▲ Shows Approximate School Location

Magnet Program: None

ESL Services: None

Student Membership Characteristics: (Note: Student membership is counted at the end of the first month of school.)

	This School			Average For All WCPSS High Schools		
	1993-94	1992-93	1991-92	1993-94	1992-93	1991-92
Total Membership	1301	1243	1161	1558	1667	1632
Avg. DailyAttendance	Not Available	93.7 %	94.2 %	Not Available	93.9%	94.2%
Free/Reduced Lunch	12 %	13 %	Not Available	12%	12%	13%

1993-94 Membership By Grade Level, Race And Gender

Grade	White	Black	Other	Male	Female	Total
9	307	75	3	189	196	385
10	264	75	9	169	179	348
11	210	67	7	142	142	284
12	217	43	6	133	133	266
SCEC	8	10	0	16	2	18
Total	1006	270	25	649	652	1301

SCEC refers to self-contained exceptional children's classes

1993-94
Special Program Membership

Learning Disabled	75
Behav./Emotion. Handicapped	18
Educable Mentally Handicapped	14
Other Handicapping Conditions	10
Academically Gifted	205

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1993-94 HIGH SCHOOL PROFILE

SIZE OF STAFF

Please note the following: regarding staff information:

EC refers to teachers assigned to serve exceptional children in the school, both resource and self-contained classes.
The number of staff members is shown as full-time-equivalents (FTE's) that combine part-time positions.
ADM refers to Average Daily Membership, not including students served in self-contained E.C. classes.
ADM is the basis for the state's allocation of regular teaching positions.
Certified staff includes media specialists, counselors, building administrators, and all teachers.

ADM Teachers: 56
EC Teachers: 6
Other Teachers: 18

Certified Staff: 92
EC Tchr Assts: 2
Clerical Staff: 7.0

STUDENT/TEACHER RATIOS:

Student/teacher ratios can be calculated in various ways. The following table shows several different calculations comparing this school to systemwide averages for other high schools.

	This School	High School Average
ADM Students Per ADM Teacher (teachers allocated based upon student membership)	22.9	23.2
ADM Students Per Teachers And Teacher Assistants (excluding EC teachers and assistants)	17.4	17.3
All Students Per All Certified Staff (includes administrators, counselors, media specialists)	14.8	14.4
All Students Per All Teachers And Teacher Assistants (including EC teachers and assistants)	16.5	15.3

SELECTED HIGH SCHOOL ACCREDITATION STANDARDS

The Wake County Public School System is accredited by the State Board of Education based upon a variety of measures of student performance, including those listed below.

The percent of all students who earned at least five units of credit toward graduation during the school year
The statewide accreditation standard is 80%. During the past three years this school achieved the following percentages:

1992-93 76.0 %   1991-92 84.2 %   1990-91 81.5 %

The percent of graduating students who qualified for the North Carolina Scholars Program
The statewide accreditation standard is10%. During the past three years this school achieved the following percentages:

1992-93 29.6 %   1991-92 19.1   1990-91 13.2

The percent of students who dropped out of this school during the school year or during the summer.
The statewide goal is an annual ten percent reduction in dropouts until the total number of dropouts is less than 2.4% in grades 7-12. During the past three years this school had the following dropout percentages:

1992-93 6.6 %   1991-92 4.5 %   1990-91 4.5 %

SCHOLASTIC APTITUDE TEST

The goal of WCPSS is to maintain a high level of participation in the SAT and to increase average scores. This school achieved the following average scores and participation rates during the past three years:

	1992-93	1991-92	1990-91
Participation Rate	67.8 %	66.1 %	Not Available
Average Verbal Score	409	397	379
Average Mathematics Score	480	464	440
Average Total Score	889	861	819

1993-94 HIGH SCHOOL PROFILE

1993 END-OF-COURSE TESTING

End-of-Course tests are developed by the NC State Department Of Public Instruction and are given to all students completing selected courses chosen by the State Board of Education. Scores shown below are the average percent of core items (items used on all forms of the test) answered correctly by students. Average scores and the number of students taking the test are shown for all students and for five subgroups at this school and at all WCPSS comprehensive high schools. .

	THIS SCHOOL						ALL WCPSS HIGH SCHOOLS					
	Total	**White**	**Black**	**Other**	**Male**	**Female**	**Total**	**White**	**Black**	**Other**	**Male**	**Female**
Algebra I (Usually taken in 9th grade, this course is required for graduation.)												
Avg Percent Correct	69 %	69 %	67 %	77 %	69 %	69 %	71%	73%	66%	75%	71%	72%
Number of Students	285	210	66	9	143	142	3143	2166	820	157	1494	1649
English I (Required for all 9th grade students.)												
Avg Percent Correct	68 %	70 %	58 %	66 %	64 %	71 %	71%	74%	59%	73%	67%	74%
Number of Students	322	241	67	14	155	167	4410	3059	1121	230	2176	2234
Economic/Legal/Political Systems (Usually taken in 9th grade, this course is required for graduation.)												
Avg Percent Correct	69 %	72 %	59 %	67 %	69 %	68 %	71%	75%	59%	73%	71%	71%
Number of Students	352	259	74	19	174	178	4791	3303	1221	267	2364	2427
Physical Science (Usually taken in 9th grade, this course is one of several that can be taken for graduation.)												
Avg Percent Correct	61 %	63 %	58 %	55 %	63 %	58 %	61%	65%	53%	60%	61%	60%
Number of Students	119	70	44	5	63	56	2028	1249	673	106	1062	966
Biology (Usually taken in 10th grade, this course is required for graduation.)												
Avg Percent Correct	60 %	63 %	47 %	64 %	61 %	59 %	65%	69%	54%	67%	65%	65%
Number of Students	388	282	89	17	180	208	5322	3640	1336	346	2569	2753
U. S. History (Usually taken in 11th grade, this course is required for graduation.)												
Avg Percent Correct	75 %	78 %	61 %	81 %	77 %	74 %	77%	78%	67%	78%	78%	76%
Number of Students	255	199	44	12	125	130	3827	2769	819	239	1824	2003
Geometry (Usually taken in 10th grade, this course is required for admission to UNC)												
Avg Percent Correct	70 %	72 %	56 %	77 %	73 %	68 %	73%	75%	61%	74%	74%	71%
Number of Students	232	193	27	12	99	133	3259	2486	572	201	1515	1744
Algebra II (Usually taken in 11th grade, this course is required for admission to UNC)												
Avg Percent Correct	73 %	74 %	68 %	71 %	71 %	75 %	77%	78%	70%	81%	77%	77%
Number of Students	184	151	28	5	90	94	2831	2226	415	190	1330	1501
Chemistry (Usually taken in 11th grade, this course is required for the NC Scholars Program)												
Avg Percent Correct	67 %	68 %	62 %	71 %	72 %	64 %	72%	74%	64%	75%	74%	70%
Number of Students	196	169	17	10	86	110	2954	2291	457	206	1307	1584
Physics (Usually taken in 12th grade, this course is required for the NC Scholars Program)												
Avg Percent Correct	63 %	64 %	54 %	44 %	63 %	62 %	70%	71%	58%	71%	71%	68%
Number of Students	71	61	7	3	41	30	1507	1213	149	145	802	705

1993-94 SCHOOL PROFILE

PARENT SURVEY RESULTS

Parent Surveys were conducted in November of 1993, 1992, and 1991.
This table shows the percentage of parents who agreed or strongly agreed with each statement.

	This School			All High Schools		
	1993	1992	1991	1993	1992	1991
My child's school is a safe place to learn.	44.2	57.6	66.6	47.4	57.9	60.9
My child's school grounds are clean and attractive.	71.1	72.9	79.2	78.7	78.8	81.4
My child's school provides a high quality educational program.	67.9	64.1	63.0	71.0	71.3	70.2
The staff at my child's school has high expectations for my child.	65.2	69.0	61.0	65.2	66.2	64.8
My child is academically challenged in all classes.	57.8	62.7	57.2	59.5	61.2	61.2
My child's school offers opportunities for success to all students.	56.9	56.3	57.7	55.1	57.9	59.0
It is easy to contact the staff at my child's school.	66.3	66.8	69.8	60.2	60.9	65.2
When I have a concern about my child, I can count on the school for support.	51.5	54.1	58.2	51.2	51.4	54.3
The administration at my child's school is responsive to parents.	52.3	59.8	66.4	55.5	58.4	60.7
I feel comfortable visiting my child's school.	80.0	83.1	80.0	79.7	78.8	80.2
My child's school provides sufficient opportunities for parental involvement.	70.2	73.3	68.6	73.1	74.3	74.7
Students of all races are treated fairly by teachers and administrators at my school.	41.7	52.7	NA	41.3	48.0	NA
I am informed about my child's progress on a regular basis (in addition to report cards.)	74.5	58.7	NA	68.8	64.4	NA

	This School			All High Schools		
	1993	1992	1991	1993	1992	1991
This shows the percentage of parents returning surveys.	45 %	56 %	66 %	30%	36%	52%

This table shows the percentage of parents who gave the school an overall grade of A,B,C, D, or F each year .

		A	B	C	D	F
This School	1993	16.8	42.8	32.0	5.4	3.0
	1992	11.7	51.0	29.0	5.4	2.8
All High Schools	1993	19.4	45.7	26.9	6.0	2.1
	1992	16.3	48.0	27.2	6.1	2.3

The 1991 Parent Survey did not ask parents to give their school an overall grade.

1993-94 SPECIAL SCHOOL PROFILE

324

Longview

318 N. King Charles Road

Raleigh 27610

PHONE : 856-7691

Principal: Kathryn L. Chontos

Grade Levels Served: 6-12

Original Construction Date: 1953

Most Recent Renovation: 1958

Square Footage Of Building: 31,258

Size Of Property (acres): 13.0

NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
NC 42
Fuquay-Varina
NC 55
Shows Approximate School Location

PROGRAM DESCRIPTION

Longview School was established to serve the needs of students in grades 6-12 identified as Behaviorally/Emotionally Handicapped (B/EH). The program is designed to serve as a short term intervention placement for students whose problems cannot be addressed in a regular school setting, with the goal of returning students to their base school with support as soon as possible. Longview encourages students to take responsibility for their behavior and their learning experience. The program emphasizes problem solving, restitution and the setting of academic and behavioral goals. After completing the Longview program, students move back to their assigned school and are assisted by transition staff as they work toward their goals.

STUDENT MEMBERSHIP CHARACTERISTICS

The number of students attending Longview varies during the school year as students are referred by their home schools and individualized intervention plans are developed. During the 1993-94 school year, membership ranged from 55 to 65 students. Placement at Longview is made by central office staff in the Special Programs Department.

STAFF INFORMATION

In addition to a principal and teaching staff of ten teachers and ten teacher assistants, Longview School has a full-time psychologist, job coach, program coordinator, counselor, vocational teacher and crisis intervention teacher. The school has part-time art and physical education teachers, a part-time media specialist, and a part-time Willie M. liaison.

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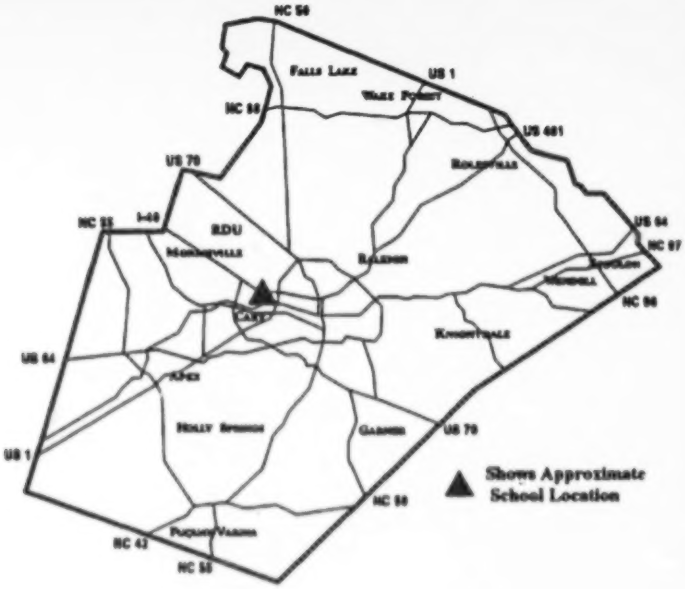
1993-94 SPECIAL SCHOOL PROFILE

508

Mount Vernon Redirection

5418 Chapel Hill Road
Raleigh 27607
PHONE : 859-8313


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay-Varina
NC 42
NC 55
Shows Approximate School Location

Principal: G. Ray Chance	
Grade Levels Served: 6-8	
Original Construction Date:	1927
Most Recent Renovation:	1959
Square Footage Of Building:	42,423
Size Of Property (acres):	9.6

PROGRAM DESCRIPTION

Mount Vernon Redirection School offers sixth, seventh, and eighth grade students an alternative to suspension, expulsion or dropping out of school. Students are provided with a program where thorough counseling services and individualized instruction are emphasized. The academic program emphasizes basic skills with individualized plans for each student in language arts, mathematics, science, social studies, health, physical education and pre-vocational education. The staff emphasizes behavior management, home contact, counseling, and coordination of efforts with community agencies.

STUDENT MEMBERSHIP CHARACTERISTICS

The number of students attending Mount Vernon Redirection increases during the school year as students are referred by their home schools. During the 1993-94 school year, membership has grown from 49 to 80 students. A standing committee reviews referrals to determine appropriateness. If students are accepted, conferences are held with the students and their parents.

STAFF INFORMATION

Mount Vernon Redirection has a full-time principal, counselor, psychologist, and media specialist, and a teaching staff of 12.5 teachers.

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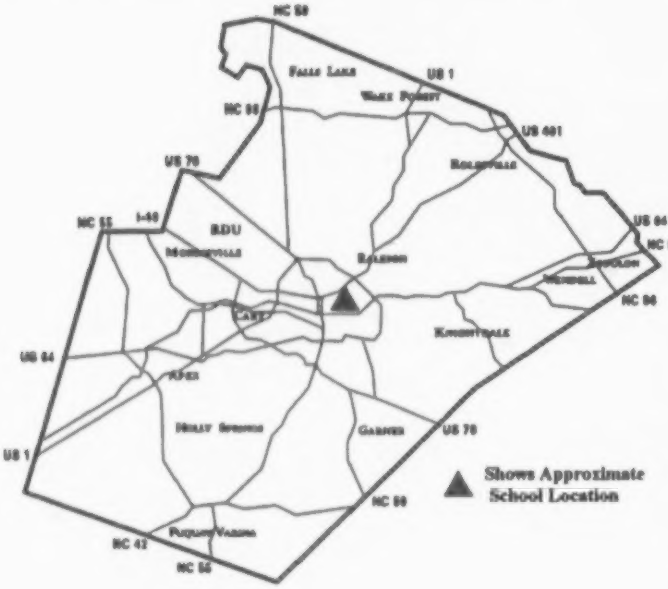
1993-94 SPECIAL SCHOOL PROFILE

528

Phillips High School

1923 Milburnie Road
Raleigh 27610
PHONE : 856-7710

Principal: Patricia M. Johnson
Grade Levels Served: 9-12
Original Construction Date: 1956
Most Recent Renovation: 1962
Square Footage Of Building: 24,564
Size Of Property (acres): 6.0


NC 50
Falls Lake
US 1
Wake Forest
NC 98
US 401
US 70
Rolesville
NC 55
I-40
RDU
Morrisville
Raleigh
US 64
NC 97
Zebulon
Wendell
NC 96
Cary
Knightdale
US 64
Apex
Holly Springs
Garner
US 70
US 1
NC 50
Fuquay Varina
NC 42
NC 55
Shows Approximate School Location

PROGRAM DESCRIPTION

Phillips High School is a small high school established for students who require a uniquely designed program to ensure their success. The curriculum focuses on essential skills in a supportive, student-centered environment. Classes do not normally exceed 15 students, and block scheduling enables students to complete year-long courses in one semester. The personalized program allows for flexible class loads, including dual-enrollment with local vocational colleges.

STUDENT MEMBERSHIP CHARACTERISTICS

The number of students attending Phillips High School varies during the school year because of the personalized nature of the program and flexible entrance periods. During the 1993-94 school year, membership ranged from 97 to 124 students. Students apply for admission to Phillips from their base school, and are accepted based upon an academic, social, and/or personal need for the program offered at Phillips.

STAFF INFORMATION

Phillips High School has a full-time principal, counselor, IEC career counselor, social worker, media specialist, and Day Care Center Director, and a teaching staff of 14 teachers. A part-time Special Programs teacher supports the instructional staff.

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